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ABSTRACT

These guidelines are designed to help teachers and school districts answer questions related to the national history standards as they develop their own local curriculum. The work is built upon the original guidelines from the Bradley Commission on History in the Schools. This booklet is divided into two parts: (1) "Introduction"; and (2) "Building a United States History Curriculum." Suggestions are given for using principles of selection for content studied and are explained in detail in the second part of the booklet. Curricular frameworks are offered for early grades, middle school and high school, with several patterns of coverage mentioned. The bulk of the booklet contained in part 2 covers: (1) "United States History: What It Is and Why Study It?"; (2) "Central Strands and Significant Questions to Be Carried throughout Courses and across the Grades"; (3) "Major Eras and Topics within the Chronological Narrative of United States History"; (4) "Some Details of U.S. History: People, Events, Ideas, Institutions, and Creative Works to Begin Bringing the American Story to Life." (EH)

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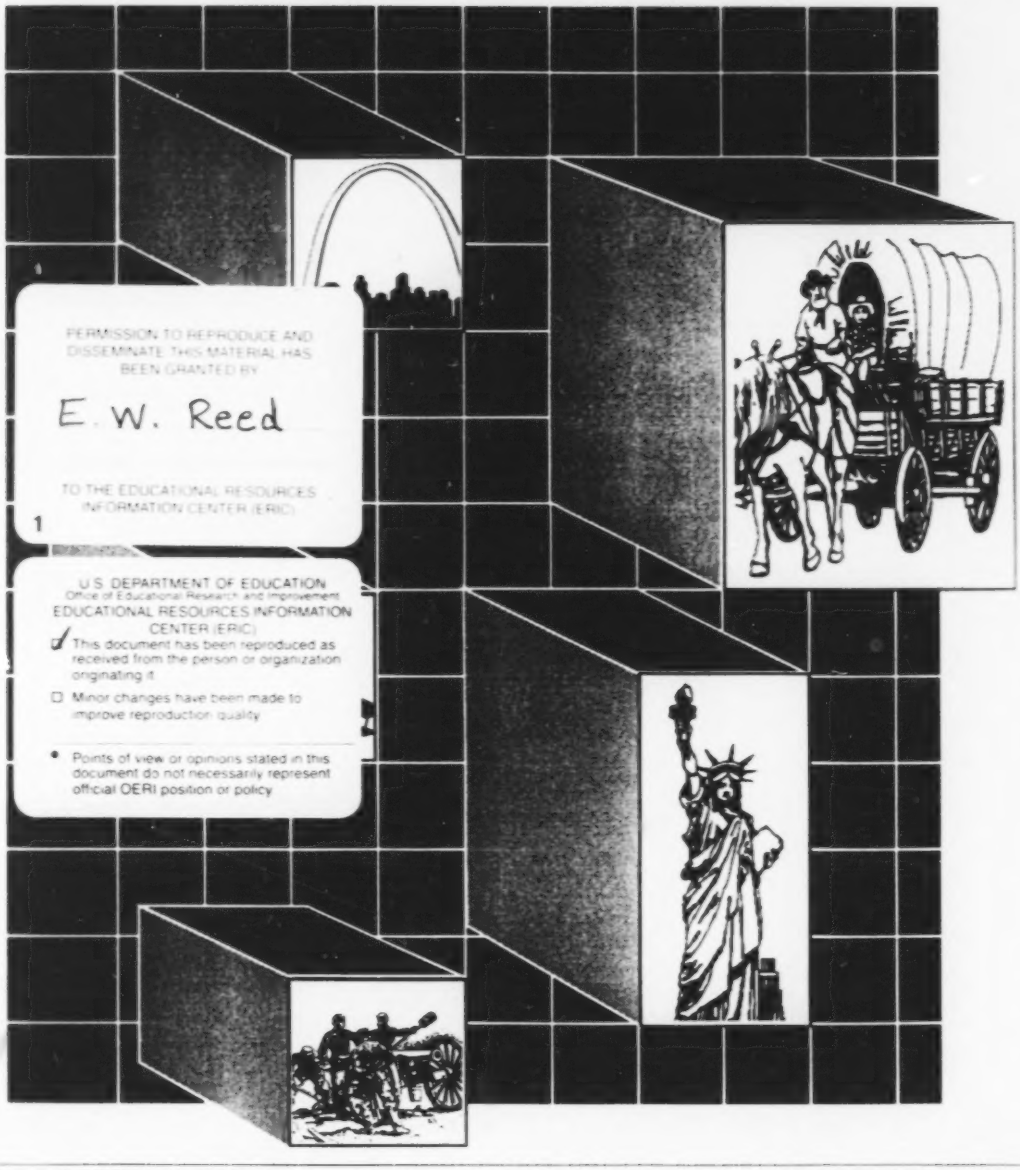
Building a United States History Curriculum



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National Council for History Education

Building a United States History Curriculum

A Guide to Using Themes and Selecting Content

The Building A History Curriculum Series:

Guides for Implementing the History Curriculum Recommended by the Bradley Commission on History in Schools

Prepared by the National Council for History Education

Acknowledgments

A booklet as relatively brief and yet comprehensive as this one, written over the past two years by dedicated historians, teachers, and curriculum experts associated with the National Council for History Education, owes special thanks to all who gave so generously of their time and expertise to bring it forward into print. Special appreciation goes to Sheldon Stern, Historian at the John F. Kennedy Library, Boston, Massachusetts, who prepared the initial draft, and to our NCHE Advisory Council members: Kenneth T. Jackson (Columbia University), Mary Beth Norton (Cornell University), Betty B. Franks (Maple Heights High School, Maple Heights, Ohio), Theodore K. Rabb (Princeton University), and Earl P. Bell (University of Chicago Laboratory School). Special recognition goes to our other contributors, who together made possible this major effort on behalf of worthy programs of history in United States schools: Paul Gagnon (Boston University), Allan Damon (Retired, Horace Greeley High School, Chappaqua, New York), Alan Fraker (Deerfield Academy, Deerfield, Massachusetts), Morton Keller (Brandeis University), Luther Spoehr (Brown University), George B. Tindall (University of North Carolina, Chapel Hill), Sherrin Marshall (U. S. Department of Education), Joseph P. Ribar (NCHE Communications Consultant).

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I. Guidelines for Planning History Instruction in Schools: Aims and Approaches

How can our school district organize its history curriculum as a coherent sequence of courses, Kindergarten through high school?

How shall I put my own course together? How can I select what is most important for me to teach?

Questions like these pour in to the National Council for History Education. In the face of so many sets of "standards"—the national history standards and their revised versions, the standards and curricular frameworks written by states, the standards embedded in best-selling textbooks—how are teachers and curriculum teams to select the most vital content, and how is content to be apportioned across the grades of elementary, middle, and secondary schools? The following guidelines are both specific and flexible, to help teachers and school districts answer these questions in their own ways.

The National Council for History Education (NCHE) is the successor organization to the Bradley Commission on History in Schools. In 1988, the Commission's report, **Building a History Curriculum: Guidelines for Teaching History in Schools**, marked a turning-point in the national debate over the quantity and quality of history that should be taught in every school, and to all students. In effect, the report presented the first set of national content standards for history instruction, K-12. The distinguished teachers and historians on the Commission suggested the basic themes, narratives, topics, and questions essential to the study of United States history, of Western civilization, and of World history. And they added the "habits of the mind" that such study would develop in the young.

The National Council for History Education believes that those essentials, questions, and ways of critical thought are more important now than ever. But something more than mere repetition is necessary. Many teachers and school officials, having decided to use the original **Guidelines**, have asked the Council's help to implement them. Our case-by-case response can no longer meet the demand. Thus this "second generation" of guidelines builds upon and extends our work and that of the Bradley Commission.

Our object is to help teachers at all grade levels to put the recommendations of **Building a History Curriculum** into practice. Under the ever-present constraints of time, how can history courses be both engaging and substantive? What should be selected for emphasis? When is less really more? When is more needed to teach what is most vital, and when is more too much? Questions to us have multiplied since national history standards were published by UCLA's National Center for History in the Schools, and comparable sets of national standards appeared for civics, geography, and social studies.

Our booklets—created by experienced classroom teachers, leading scholars, and learning specialists—offer an NCHE response to the urgent questions of teachers and of curriculum committees at local, district, and state levels. And because the education and professional development of teachers, both in subject matter and methods, must be at the very center of school improvement, these booklets will also inform all of those in American colleges and universities, in local school districts, and in state departments of education who are responsible for teacher preparation.

We do not prescribe any "one best way" to teach history. Instead, we present a range of options from which schools and teachers may choose for themselves. Furthermore, each option can easily be refined and adapted to local circumstances. And beyond these booklets, the National Council for History Education always stands ready to work directly with teachers, schools, districts, and states as they pursue their own ways to improve the quality, and pleasures, of history instruction.

II. The Basic Principles of Selection Arise from the Reasons to Study History

No one can raise the quality of historical instruction, or find pleasure in it, without selecting from the endless store of facts, dates, events, ideas, and personalities that confront both teacher and student. Some must be chosen and most left out. How to decide? What is important enough to deserve the label "essential core"? No two scholars, no two teachers, and no two students will agree on a common list. In this regard, we are all our own historians. But if we are to teach and learn, or even talk with each other, we need to find a common ground on which to meet. The first step in seeking common principles of selection is to ask why we study history, why young people need to acquire historical sophistication.

A. To Prepare the Citizen and to Cultivate the Person

The most common answer to why is the same as it was in the minds of the Republic's 18th century founders: to nourish the political intelligence—and thus the political power—of the citizen. Without historical perspective, we cannot know who we are, why we think the way we do, or how we got here. A century ago, the Committee of Ten proclaimed that all students, whether or not they were bound for college, needed several years to study the American past and that of the rest of the world. Knowing history, they said, prepared people to exert a "salutary influence" upon the nation's affairs because it best promoted "the invaluable mental power which we call the judgment."

For Americans at the turn of the 21st century, this is answer enough to serve as a first principle of selection. Making democracy work is the most demanding of the political arts because it requires that the people understand their society's choices and are able to judge their leaders. As we select what to teach and what to leave out, we must ask an unavoidable question: *What are the most vital things people need to know about past politics, economics, culture, and social life in order to practice the profession of citizen?* As demanding as civic education is, the study of history has an even more basic role: to cultivate the spirit and furnish the mind of the individual for self-knowledge and self-respect. This private work—which history shares with the humanities—is fundamental to preparing the public citizen. Only people who know themselves, their moment in history, and their share in the human condition, are able to govern themselves and a free society with wisdom and courage. And, in turn, only in a free society can people pursue lives of dignity, moral choice, and personal fulfillment that Jefferson called happiness. Another unavoidable principle of selection arises: *What lives, works, and ideas from the past best nourish the individual mind and spirit?*

The interwoven public and private purposes of studying history can help us to select compelling episodes, personalities, and ideas from the never-ending choices before us. These booklets explore several ways to look at the problems of choice that are special to each of the three major fields: United States history, Western civilization, and World history. But first, we consider below other general principles of selection that hold true for any time or place, because they are rooted in the purposes of historical study itself.

B. To Explore Vital Unifying Themes and Narratives of Human Experience

Another principle of selection, then, is to choose particulars that most dramatically illustrate universal historical themes. That they may "comprehend the forces for change and continuity that have shaped—and will continue to shape—human life," the Bradley Commission said, students should pursue overarching themes and narratives out of the entire human past across the globe. These appear in full on pages ten and eleven of **Building a History Curriculum:**

Civilization, cultural diffusion, and innovation—the evolution of human skills and the understanding of nature and people; the cultural flowering of major civilizations in the arts, literature, and thought.

Human interaction with the environment—the relationship between geography and technology and the effects of each on economic, social, and political developments. The choices made possible, or limited, by climate, resources, and location, and the consequences of such choices.

Values, beliefs, political ideas, and institutions— the basic principles of influential religions, philosophies and ideologies. The interplay among ideas, moral values, and leadership, especially in the evolution of democratic institutions. The tensions between freedom and security, liberty and equality, diversity and commonality in human affairs.

Conflict and cooperation —the causes of war and the approaches to peace, and the human consequences of both. The relations between domestic affairs and foreign policy. Choices made between international conflict and cooperation, isolation and interdependence.

Comparative history of major developments—the forces for revolution, reaction, and reform across time. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and central government, economic expansion and penury, growth of cities and their characteristics.

Patterns of social and political interaction—change and continuity of class, ethnic, racial, and gender structure and relations. Migration, immigration, forces for social mobility and immobility. The conditions and aspirations of common people, and those of elites, and their effects upon political power and institutions.

C. To Develop Historical Habits of the Mind

The Bradley Commission emphatically declared that because "thoughtful judgment" was the principal aim of historical study, courses should be designed—that is, topics and questions should be selected—to take students well beyond the formal skills of critical thinking, and to help them develop what it called "History's Habits of the Mind." The insights, perspectives, and understandings meant by that now commonly-used term are to be found on page nine of the Bradley report:

- understand the significance of the past to their own lives, both private and public, and to their society.
- distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
- perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
- acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
- understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
- prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
- appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills.
- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.
- understand the relationship between geography and history as a matrix of time and place, and as context for events.
- read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

To nurture such habits, the Commission concluded that narrative history must illuminate continuing themes and significant questions "including but reaching beyond" empirical facts, providing the larger context for factual detail. Students need to know *why* it is important to remember certain things and to get their facts straight. "So what?" is a worthy question that requires an answer. To respond, teachers need to select those particulars that most vividly illustrate the larger questions they are pursuing, and the "habits of the mind" they seek to develop—*and leave out other, less evocative, particulars and exercises.*

The above habits of critical thought also offer ways of devising student activities, and prompts for discussion and writing. Mental habits are by nature reflective, so journals, short essays, small-group and whole-class discussions, and Socratic seminars are enriched when explicitly related to one or more such habits. By phrasing questions to students in the language of the habits themselves, teachers guard against tendencies to slip into merely formal, abstract "critical thinking" untethered to historical reality. A steady stream of assignments to promote historical thinking will be necessary across the grades from Kindergarten to grade 12 if such thinking is to become "habitual."

D. To Integrate History, the Social Sciences, and the Humanities

Careful selection of material—what stays in and what is left out—is important to every classroom. An added principle of selection emerges when we consider that the study of history is indispensable to an ordered view of the natural sciences, the social sciences, and the humanities. In this sense, history is the generative subject, through which students gain understanding of, and respect for, human accomplishments in all fields of endeavor and creativity. Thus, another natural question arises: *From the mountains of historical data, which episodes, personalities, ideas, and creations would most effectively serve this integration of knowledge?*

Of the other academic subjects, geography is by nature the constant companion of historical studies; it is hardly possible to grasp the one without the other. History and civics have had a traditional and necessary relation in every world civilization from the beginning. Beyond these two—which are taught together with history in nearly every other advanced society—are other subjects essential to a liberal education. For examples, what particulars of economic history and geography would most memorably teach the central theories of economics? What social or ethnic or family history would best help students master the insights of sociology and anthropology? What political, military, or diplomatic history would dramatize the concepts of political science? What aspects of cultural, religious, and intellectual history would best nourish student understanding of the arts, literature, and philosophy? And, in turn, what works of art, literature, and thought would help light the student's path through the historical narrative?

III. Using Principles of Selection

Each of the three broad fields of history—United States history, Western civilization, and World history—has a number of central strands, significant questions, and major topics particular to itself. An ordered, chronological treatment of these is indispensable if students *are* to see civilizations in the long perspective, and to grasp the changes and continuities that have characterized them. In Part Two of each guidelines booklet, we present these essentials under two headings: "Central Strands and Significant Questions to Be Carried throughout Courses and across the Grades" and "Major Eras and Topics within the Chronological Narrative of United States History." In most cases, these are not matters of choice to select or reject. Too vital to leave out, they represent the core of historical study in each of the three fields.

The responsibility for deciding *how* to teach the core of each field, however, rests with local schools and teachers. From the vast array of historical material available from each era and place, which details should be selected to teach the vital core most effectively? Our guidelines cannot fully answer that question; it would require several volumes to do so, even if someone were to claim the necessary authority. However, in the closing section of each guidelines booklet, we do offer our own examples of "Some Details of History," suggesting certain personalities, episodes, turning-points, ideas, institutions, and creative works that give life to essential historical strands, questions, and topics in ways that are engaging and historically significant.

Schools and teachers will find other sources from which to choose detail: from the better textbooks, from historical and general encyclopedia, from monographs and biographies suggested in the brief bibliographies we include in Part Two. But whichever source is consulted, two fundamental principles of selection should be applied. First, whatever detail is chosen should directly serve the purposes of historical study outlined above—and more effectively than other choices would have. Second, they should directly relate to the central strands, questions, and topics of the field of history being offered, as these are presented in Part Two of each guidelines booklet.

IV. Curricular Frameworks For Effective History Education K-12

The Bradley Commission recommended a history curriculum featuring history-centered social studies in the elementary grades and four years in formal study of United States history, Western civilization, and World history in the middle and upper secondary grades:

The Commission regards such time as indispensable to convey the three kinds of historical reality all citizens need to confront: American history to tell us who we are and who we are becoming; the history of Western civilization to reveal our democratic political heritage and its vicissitudes; world history to acquaint us with the nations and people with whom we shall share a common global destiny.

A. Planning a Usable Curriculum

All that has been said so far may seem to demand yet another overlong parade of one-thing-after-another, just as impossible for teachers to manage as bloated textbooks or overloaded curriculum frameworks, or lists of "outcomes" handed down from authorities remote from the classroom. But this need not be so. NCHE members have found that a constant focus on the purposes of historical study and on sensible principles of selection allow them to design curricula and courses that engage children and adolescents in sound learning—and at the same time actually widen the leeway for teachers to exercise their own imaginations. All this, *provided* their school districts allow them certain conditions:

- curriculum-planning is carried out for all grades, K-12, at the same time, with the involvement of all teachers concerned.
- it is done by a continuous collaboration of equals—teachers, scholars, and learning specialists—educating each other along the way.
- the curricular time assigned for historical studies resembles that recommended by the Bradley Commission, that is, four years for history courses among the six years spanning grades seven through twelve, and history-centered social studies in grades K-6.
- planners are given the considerable time and resources it requires to craft an ordered sequence of studies knit together by a number of continuing themes and questions.

B. Alternative Course Patterns, K-12

The Bradley report offered three examples of workable patterns for history-centered social studies in grades K-6 and four examples of history course sequences for grades 7-12. But because many states and localities already offer year-long courses in United States history in the 5th grade, and some form of World history, geography, and cultures in the 6th, it seemed more helpful for us now to offer K-4 patterns in a separate booklet and to present the grades 5-12 alternatives here.

Each of the following patterns is one example of a workable sequence of history courses. Each assumes an age-appropriate treatment of topics from the era covered in the given grade. Section IV of Part Two (the "detail" of history) offers a wide choice of specifics under each era. From it, selection should be made in collaboration with teachers who are responsible for related courses in earlier and later grades, to guard against the unneeded repetitions common in American schools, where teachers work in isolation from each other to a degree unknown in most other countries.

1. The Early Grades

For Grades 5 and 6, the suggested patterns were as follows:

Elementary Pattern A

Grade	Course
K-4	History-centered Social Studies
5	National History and Geography: Exploration to 1865
6	World History and Geography: The Growth of Civilization

In this pattern, the 5th grade U. S. history is not a survey, but ends with the Civil War. It could begin on Ice Age Migrations, or early Native American groups, or

first European explorations, and incorporate age-appropriate versions of each era. It could be modified to end prior to the Civil War, allowing the war and Reconstruction to be taught together later, as many scholars recommend. In the K-12 sequence, it could be followed by an 8th grade course from the early 19th century to 1900, leaving the 20th century to 11th grade.

The 6th grade course on World history and Geography could go to c. 1500, with fairly brief treatment of each major world civilization, closing with Islam, medieval Europe, and pre-Columbian America. Or it could end at various earlier points, to allow more time for depth, and linkages with the arts and literature. Later middle school courses in World history could pick up where it left off, though probably not without substantive review of the earlier eras.

Elementary Pattern B

Grade	Course
K-4	History-centered Social Studies
5	United States History and Geography: Making a New Nation
6	World History and Geography: Ancient Civilizations

In this pattern, the 5th grade U. S. history courses stresses the very earliest periods, to about 1800. It may form part of a three-year sequence, to be followed by an 8th grade course from 1800 to 1900 or 1914, again leaving the 20th century to 11th grade. In such a sequence, the intervening years make it necessary to reserve time in the 8th and 11th grade courses for considerable review of earlier periods.

Here the 6th grade World history course would focus on the ancient world, from human origins through the fall of the Han and Roman empires. For obvious reasons, this course and the following middle and high school courses in World history should be designed collaboratively by teachers from the three levels.

Elementary Pattern C

Grade	Course
K-4	History-centered Social Studies
5	Biographies and Documents in American History
6	Biographies and Documents in World History

This pattern offers a wide choice of periods, persons, and institutions to be presented. It would work best in curriculum frameworks that begin chronological, narrative history only in the 7th grade or above. Again, in both the American and World history courses, it would be to the benefit of all concerned if the choices of biographies and documents were made in collaboration with teachers of the middle and high school courses in each field.

A fourth pattern, added here to reflect wide current practice, is

Grade 5: United States History and Geography: A Survey

Grade 6: World History and Geography to c. 1500

This pattern requires a dash through all of U. S. history in a single year. This is an outdated, often ineffective, approach we do not recommend at any grade level. If a survey is unavoidable, selected themes and topics should be few enough to be taught engagingly. There is even more urgent need in this case for close coordination with teachers in the upper grades to ensure needed reviews at those levels, and coverage of vital themes and topics left aside in the 5th grade. American curriculum committees ought to be aware that almost no country in the world attempts to teach its own history in only one year, at any level of schooling.

Note: a fifth pattern is emerging in the early grades of some states, in which two consecutive years of U.S. history are taught, divided chronologically.

2. Starting Important Questions Early

In each of the patterns above, major continuing historical strands and questions can well be introduced in the 5th and 6th grade courses, if not earlier in the K-4 study of historical figures, myths, legends, stories, biography, and literature. Young children are perfectly capable of posing questions about different spheres of human life, and finding answers in their studies of the past. What have different peoples believed about right and wrong, about fairness and injustice, about honor and shame? In what different ways have they defined heroism, and how have ideas of the heroic changed over time? How have different people and times defined what is beautiful in the arts, in architecture and decoration, or in dress and behavior?

What changes in technology and economics have helped people and which have hurt? Which have done both, and why? Such questions already preoccupy a great many young children. The 5th grade is not too soon to introduce the forward and backward steps in the evolution of democracy. What ideas and conditions have advanced the worldwide struggle for peace, justice, and liberty? Which have slowed or opposed it? What people, famous and not so famous, have struggled to broaden political democracy and equal rights for Americans?

As suggested earlier, the same can be said for early development of historical "Habits of the Mind." For example, teachers can hardly avoid asking 5th grade children—in shorter words, perhaps—to "grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations" as they study the American Revolution. Or to "recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill." Indeed, good and bad characters have already filled their first nursery rhymes and picture books. And before 5th grade, myths, legends, biographies, and stories have helped them "acquire at one and the same time a comprehension of diverse cultures and of shared humanity." Themes, questions, and habits of thought will be developed with increasing nuance and sophistication as the grades proceed, but the very young already find many of them compelling, precisely because they are in fact significant for us at all ages. We find many of the same insights in Aesop that we later find in Confucius and Aristotle, Shakespeare, Austen, and Camus.

3. Middle and High School

For Grades 7 through 12, the suggested course patterns in the Bradley report were as follows:

Middle/High School Pattern A

Grade	Course
7	Regional and neighborhood history and geography
8	U.S. history and geography
9	History of Western civilization
10	World history and geography
11	U.S. history and geography
12	American government; social studies elective

For American history, this is a familiar pattern, in which it is taught at both the 8th and 11th grades, with American government as a 12th grade capstone course. Too often, the 8th and 11th grade courses are both surveys from the Ice Age to yesterday, depriving the teacher of the time to allow active learning and studies in depth on selected ideas, events, personalities, and institutions. Much better to divide United States history between the two grades, breaking at 1860, or 1877, or even 1900 (timing of the break would depend upon when the 8th grade course begins, which in turn might depend upon the content of the 5th grade course that students would have taken).

In Pattern A, the Western civilization course in the 9th grade allows correlation between the 8th grade U. S. history course and the stages of European history to whatever date the latter reaches. The 10th grade World history and Geography course, coming up to the present, would provide a background for the American experience in the modern world to be studied in the 11th grade, and for 12th grade courses dealing with international relations and the new global economy.

Middle/High School Pattern B

Grade	Course
7	Social studies elective; local history
8	U. S. history and geography
9	World and Western history to 1789
10	World and Western history since 1789
11	U. S. history and geography
12	American government; social studies elective

For U. S. history, this is the same as Pattern A, with the same (much recommended) choice available to divide its study into chronological segments. The integrated 9th and 10th grade courses in World and Western history offer a chance, as in Pattern A, to build a coordinated four-year historical study plan. Although the 1780s is too early to split the U. S. history courses, and the 1870s is too late to split the World and Western courses, a good deal of fruitful coordination is still possible. An alternative pattern could reverse the order of the 8th and 9th grade courses, providing a global setting for the first half of the American history course, with the added advantage of bringing the two U. S. history courses a year closer together.

Middle/High School Pattern C

Grade	Course
7	World history and geography to 1789
8	U.S. history and geography to 1914
9	Social studies electives
10	World history, culture, and geography since 1789
11	U.S. history and geography, 20th century
12	American government; social studies elective

This pattern provides a year of Social Studies electives between the two combinations of World and U. S. history. Once again, the dates of course divisions could be altered to allow more timely examination of developments in World history that are significant to the American experience, particularly the evolution of constitutionalism since the Middle Ages, the Renaissance and Reformation, early capitalism, exploration, European colonies in America, the English Revolution, Enlightenment thought, and the French Revolution.

Dividing the U. S. history courses at 1914 would work better in the chronologically ordered three-year sequence of 5th, 8th, and 11th grade courses (as in the California History/Social Sciences Framework). Otherwise, it would overburden an 8th grade course that would have begun with European explorations.

Middle/High School Pattern D

Grade	Course
7	Social studies electives; local history
8	History of European civilization
9	History of non-European civilizations
10	U. S. history and geography to 1865
11	U. S. history and geography since 1865
12	American government; social studies elective

This pattern departs from the familiar, to allow a much closer two-year sequence of U. S. History in back-to-back 10th and 11th grade courses, preceded by a two-year sequence of European and other world civilizations. As drop-out rates continue to decline, there is less and less need to make sure that American history is "covered" in the 8th grade. This new pattern of contiguous U. S. courses in high school is winning favor in many localities, and deserves serious consideration.

C. K-12 Collaboration As Imperative

All the above should make it sharply clear that there is no sense whatever in segregating curricular and course planning into different boxes called "elementary," "middle school," and "high school." The National Council for History Education remains deeply concerned over the reluctance of school officials and teachers to abandon separatist habits that almost guarantee waste as well as the numberless discontinuities and repetitions still characteristic of American schools. Designing curriculum frameworks and courses does not have to be burdensome. Separatism makes difficult, and often futile, what should be easy and mutually educational.

Indeed, there are vital pieces of curricular and course design that cannot be done at all without cross-grade collaboration. One example is crafting those historical strands and questions that, at different levels of sophistication, ought to be carried from the early grades through high school. Another, evident from the patterns suggested above, is the sensible apportionment of major topics across the grades. Yet another is finally to free teachers from the burdens of not knowing what their students have been exposed to in earlier grades or what they will be expected to know in later grades. Still other pieces of course design that require collaboration are reflected in most of the twelve "questions and criteria" on teachable courses presented below.

D. Designing Teachable Courses

On the design of courses, the Bradley Commission report suggested a number of significant questions that the collaborative teams of teachers, scholars, and learning specialists should ask themselves as they shape the order, the structure, and the content of individual courses, grade by grade. These questions and criteria are to be found on pages twenty-two and twenty-three of **Building a History Curriculum.**

1. Are the aims of the course and its overall structure readily explainable to students? Is there a good answer to their common question: "What am I supposed to be getting out of this?"

2. Does the course begin with a unit on why study history, and this sort of history in particular? Does it allow time for free-swinging exchange on the blunt question: "So what?"

3. Is the proposed – and promised – course coverage likely to be achieved in the time available? This is especially important for courses purporting to reach the present day, which they so often fail to do, to the disappointment of students and teachers alike.

4. Has the notion that "less is more" been considered, as themes, topics, and questions are selected? The amount of time required to achieve student engagement and genuine comprehension of significant issues will necessitate leaving out much that is "covered" by the usual text.

5. Has the selection of what to teach considered the content of earlier courses, and the likely content of courses still to be taken by the students? Has it considered what students of different backgrounds may be bringing to the course?

6. Does the course include particular topics and materials that explicitly relate its substance to history courses that precede and follow it?

7. If more than one course surveys the same historical eras at different grade levels, are the courses properly designed to avoid repetition, to be markedly different in style and emphases? Has the depth and sophistication of topic treatment been considered?

8. If different historical eras are stressed and taught at different grade levels, are the various courses attentive to needed reviews and continuing, unifying themes and questions?

9. Are there plans to explain to students what is being left out of the course, and why? Again, given the nature of most textbooks, some good explanation will be necessary—and can itself be highly engaging and instructive.

10. Has the selection of what to teach also been made with regard for nourishing the larger perspectives and habits of critical judgment that history helps to teach?

11. Do the selected themes and topics lend themselves to teaching, and using, the relationships between history and biography, history and geography, history and the social sciences, history and the humanities?

12. Has it been decided beforehand, at least tentatively, which topics may be worth extended treatment, perhaps over a week or so, and which may be done more briefly? Which may lend themselves to "active learning" projects? Which could most effectively be taught by use of original sources?

Part Two:
Building A United States History Curriculum

The following sections I, II and III present our recommendations on central strands particular to United States history, and to the significant questions, periodization, and topics for its study across grades five through twelve. Section IV follows, with our suggestions for sub-topics and important details through which to develop student understanding of the great themes, central strands, key questions, topics, and periods of the American past. All four sections offer guidelines, not commandments. Teachers well-versed in United States history will design their own ways to engage and educate their students.

I. United States History: What Is It and Why Study It?

American history is the story of how a rich, giant continent and its first inhabitants were transformed by the arrival of new peoples from afar. It is about a quest for freedom, justice, opportunity, and democracy that is still underway and the obstacles to it, past and present. It is a story of growing industrialization and urbanization, so that by the 20th century the United States was the richest and most powerful nation the world had ever seen. And it is about failures and frustrations, when the nation has failed to live up to the ideals and aspirations of its founders. And it is the history of ordinary people—young women who said good-bye to mothers and sisters as they set out on the road west, of fathers who sent their sons to sea and to war, and of the young and old of all races and nationalities who gave themselves to making a society unique on earth.

We study American history for the same reasons we study history in general, but it has special significance for us. Full of suspense, of good and evil and in-between, its story still unfolding, it provokes both anguish and delight, regret and pride. It tells us who we are as a people, and who we are becoming. It tells us where we as individuals stepped into the stream of history and helps us see what our choices may be, whether in public or private life. And it helps us to face reality—the limits of choice, past and present.

We study American history, together with American biography and literature, to grasp how much courage and sacrifice it has always taken to win and keep peace, liberty, and justice—or to establish them when they have been denied. It is a story not to be abstracted into slogans or exhortations, but to be told entirely, warts and all. For students need to see that imperfection and conflict are necessarily inevitable in any society. They are to be expected, and do not arise from the "failure of the system" or out of some villainy or other whose surgical removal would let us live happily ever after. Facing our own past prepares us for bad times, when we are tempted to lash out, to exclude or to oppress others.

Studying the history of the United States may begin with the formation of the continental mass, or with the Ice Age migrations of peoples from Asia, or with the earliest Native American communities, or with exploration and settlement by Europeans in the 16th and 17th centuries. Wherever "American" history starts—which will depend upon which eras and peoples are treated in World history and geography—we must bring the story up to the present. This is done too rarely in our schools. If history is to mean what it should to young people, the human lives and dramas of the past must flow unbroken into their own times. History is not something different and gone. For all the talk of "postmodern" society, or rapid, unceasing "transformation"—as though we were becoming some strange new species—basic human needs are the same as ever. So are the great questions of life and meaning, and longings for freedom, justice, and joy.

As Columbia University Professor Kenneth T. Jackson, Chairman of the Bradley Commission, reminded us, "unlike many other peoples, Americans are not bound together by a common religion or a common ethnicity. Instead, our binding heritage is a democratic vision of liberty, equality, and justice. If Americans are to preserve that vision and bring it to daily practice, it is imperative that all citizens understand how it was shaped in the past, when events and forces either helped or obstructed it, and how it has evolved down to the circumstances and political discourse of our own time." These words set a principle of selection more vital for the study of United States history than for any other. Our minds need a picture of the past. If weak on historical fact, we think up a past that is wishful or nostalgic, or embrace some scenario of it sold to us by special interests. We are misled, of no help to ourselves or each other, and least of all to the American future.

II. Central Strands and Significant Questions to Be Carried Throughout Courses and Across the Grades

U.S. History may be likened to a rich tapestry in which the stories of particular people, events, ideas, and institutions appearing at particular times are woven in and around central strands and questions that are perennially significant and compelling—and thus motivating to students inspired by effective teaching. In its report, the Bradley Commission presented eight major strands that students should examine. These follow, and after each strand we suggest related questions that Americans have asked throughout the history of the United States to this day and that students should ask themselves.

There are, of course, many other lasting issues that teachers could ask students to examine. But in no case should such questions lead to presentist generalities; each must be thought about in the historical context being studied. Hence, a question students should often hear: "Could people in the future form a true picture of you by applying only their own knowledge and values, and not bothering with yours?"

Strand 1. The evolution of American political democracy, its ideas, institutions, and practices from colonial days to the present; the Revolution, the Constitution, slavery, the Civil War, emancipation, and civil rights.

• What individuals and ideas, what factors and conditions—geographical, economic, social—have worked to advance freedom, equality, and justice in the United States, and which have worked to obstruct them? • Is there something uniquely American about these many contending forces, or are we just the North American scene of a common, ancient, and worldwide struggle for civilization?

Strand 2. The development of the American economy; geographic and other forces at work; the role of the frontier and agriculture; the impact of technological change and urbanization on land and resources, on society, politics, and culture. The role and emancipation of American labor.

• What changes in science, technology, and the economy have advanced human welfare and the quality of life for Americans? • Which have had mixed or unhappy effects? • Have costs and benefits been reasonably shared? • Which of our people have gained or lost? • Have political decisions, local or national, made a difference in the human and social effects of "modernization"?

Strand 3. The gathering of people and cultures from many places, and the several religious traditions, that have contributed to the American heritage and to contemporary American society.

• In the midst of diversity, what have been the common hopes, codes of morality, and secular and religious aspirations in the American "gathering?" • Have we had many separate "cultures" or a common set of human strivings that have been variously expressed by cultural differences of no grave importance?

Strand 4. The changing role of the United States in the outside world; relations between domestic affairs and foreign policy; American interactions with other nations and regions, historically and in recent times. The United States as a colonial power and in two world wars. The Cold War and global economic relations.

• What did Abraham Lincoln mean by saying that we were the "last, best hope of the earth?" • In what instances have we tried to be faithful to his hope and in which do we seem to have failed, or forgotten it? • How can we explain our different responses? • For which of our ideas, institutions, customs, and actions have we been admired or not?

Strand 5. Family and local history, and their relation to the larger setting of American development.

•How have your family and community been affected over time by the progress or retreat of political democracy, by the spread of education, by the application of science and medicine, by technological and economic change, by the arrival of new people, by American actions toward foreign lands, and by foreign actions toward us?

Strand 6. The changing character of American society and culture, of arts and letters, of education and thought, of religion and values.

•What changes have there been over time in American views of what is "successful," or honorable, or heroic, or the good and worthy life? • What have different people expected of themselves and their children? • What technological, economic, and educational forces have altered American culture? •For better, for worse, and for whom?

Strand 7. The distinctively American tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and between cultural diversity and civic unity.

•Are these "tensions" matters to be afraid of? •Or are they normal interactions between impulses which, however "tense" or bothersome or even angry they may become, are simply to be expected, given human nature? •Are they perhaps even necessary in any society that struggles to be as civil, fair, free, and enterprising as possible?

Strand 8. The major successes and failures of the United States, in crises at home and abroad. What has "worked" and what has not, and why.

•How have Americans described their successes or failures? •How does the history of human experience in America help to define these words? •In what spheres of life have we done better or worse—scientific and technological, economic, social, cultural, moral, political? •Has success required solving a crisis fully and forever, or just avoiding the worst that could have happened?

III. Major Eras and Topics within the Chronological Narrative of United States History

The strands and questions above suggest the most significant issues that need to be regularly revisited across the grades, lest the study of American history be experienced by students as disjointed, grade-specific chores to get done. But they do not amount to historical instruction without the chronological narrative that brings them down to earthly life, to particular times and places. Within each period, we study certain major topics in order to hold a balanced and well-told story together. At what point or points in the K-12 curriculum they are taught, or repeated in more sophisticated ways, is up to the state or local school district. And the choice of personalities, episodes, and sources by which they are taught is—or ought to be—up to the classroom teacher. Again, our examples for that kind of detail are offered below in Section IV.

NOTE: The periodization that follows is adapted from the United States History Framework used by the National Assessment of Educational Progress (NAEP), developed by a broad consensus of American historians and classroom teachers for the 1994 assessment.

I. Three Worlds and Their Encounters in America (Beginnings to 1607)

A) Life in the Americas before the arrival of Europeans and Africans
B) Societies and politics of Africa; the evolution of the slave trade
C) European societies, trade, explorations of the 15th and 16th centuries
D) First contacts between Americans and Europeans; the consequences
E) European conquests and enterprise in the Americas

II. The Colonial Era: An Emerging American Identity (1607-1763)

A) Early settlements and colonies
B) Colonists' relations with the Native Americans
C) Colonial labor and North American slavery
D) Black societies in North America
E) The family and the role of women in the British colonies
F) Intellectual and religious characteristics of Anglo-American colonials
G) Political and social divergence from England; roots of American radicalism

III. Creating A Nation (1763-1815)

A) American responses to the new British imperial system
B) Escalating crisis; first battles and the Declaration of Independence
C) The American Revolutionary War
D) The writing of state constitutions (1777-1781)
E) National government under the Articles of Confederation (1781-1789)
F) The Constitutional Convention and the debate over ratification
G) Washington and John Adams; stable government amid political divisions
H) The "peaceful revolution" of 1800: Jefferson's new party
I) The War of 1812

IV. Expansion and Reform (1801-1860)

A) Economic nationalism at home; the Monroe Doctrine abroad
B) Revolutions in energy, manufacture, and transportation
C) The Northern economic system
D) The Southern economic system
E) American reformers before the Civil War
F) The emergence of an American culture and literature
G) The Jacksonian Era and the new face of politics
H) Westward expansion and Indian removal
I) The sections at odds; the struggle for compromise

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V. The Civil War and Reconstruction (1860-1877)
- A) The Election of Abraham Lincoln
- B) Secession and the Federal response
- C) The Union tested; a divided North goes to war
- D) Rising opposition to slavery; the Emancipation Proclamation
- E) The military defeat of the Confederacy
- F) The stages of Reconstruction
- G) Northern reformism collapses; Southern white power returns
- H) The election of 1876; the end of Reconstruction

VI. The Making of Modern America (1865-1920)
- A) American industrialization; inventions and public policy
- B) The American business world and culture
- C) Working classes and the changing economy
- D) Immigration, migration and city life in America
- E) The end of the frontier; devastation of Native American tribes
- F) Crisis and loss on the American farm; the Populist movement
- G) The Progressive movement; accomplishments and limitations
- H) Theodore Roosevelt and Woodrow Wilson; national progressivism
- I) The American version of imperialism

VII. The United States and the Two World Wars (1914-1945)
- A) America and the World War of 1914-1918
- B) Harding, Coolidge, Hoover: the return to laissez-faire
- C) The Jazz Age; the culture of the prosperous
- D) Underside of the 1920s; poverty, racism, nativism
- E) Economic fault lines; the coming of the Great Depression
- F) Americans and the Depression; election of Franklin Roosevelt
- G) FDR's New Deal for labor and business; enemies on Right and Left
- H) Women, blacks, the poor, and the young in the New Deal
- I) Roosevelt and the gathering storms in Europe and Asia
- J) Pearl Harbor; the "Arsenal of Democracy" joins the war
- K) From defeat to victory: the course and costs of total war

VIII. Contemporary America (1945 to the Present)
- A) Widespread ruin and the Cold War bring forth a new American foreign policy
- B) The Truman years; the Fair Deal, red scares, the Korean War
- C) Eisenhower's "modern Republicanism" at home; the Cold War abroad
- D) American society and culture of the 1950s; changes, open and hidden
- E) John F. Kennedy's "New Frontier" at home; countering the USSR abroad
- F) Lyndon Johnson: civil rights, the "Great Society," and the Vietnam War
- G) The 1960s and 1970s: the many faces of social and cultural upheaval
- H) Richard Nixon's "modern Republicanism II," China, and Watergate
- I) Ford and Carter: change, conflict, and uncertainties at home and abroad
- J) The Reagan years: return of older Republicanism
- K) Bush and Clinton: America, superpower amid world disorder

The United States at the century's end: the search for common purposes and remedies amid technological change and economic crises, class and social ruptures, disillusion with political institutions, and a world without order or predictability—all this is too often presented without the perspective and courage to be drawn from remembering the great crises the nation has survived in the past, its successes, its strengths, and the numberless obstacles the American people have overcome throughout their history.

Visualizing A K-12 History Curriculum

When the preceding two sections are blended together, we begin to see how each one works with the other. The result is a history that is rich in detail, with episodes of people in action. But, at the same time there is reason for the detail. Each episode answers the "so what?" question by its relevance to the Strand and related Vital Theme.

Note: This abridged chart includes, as examples, only two historical episodes for each time period. A complete chart would identify all key episodes and each episode's relation to the Strands.

	Strand 1. Evolution of American political democracy.	Strand 2. Development of the American economy.	Strand 3. Gathering of people and cultures.	Strand 4. Changing role of the United States in the outside world.	Strand 5. Family and local history.	Strand 6. Changing character of American society and culture.	Strand 7. Distinctively American tensions.	Strand 8. Major successes and failures of the United States.
I. Three Worlds and Their Encounters in America (Beginnings to 1607)								
ex. Life in the Americas before the arrival of Europeans and Africans			●		●			
ex. First contacts between Americans and Europeans; the consequences			●	●	●			
II. The Colonial Era: An Emerging American Identity (1607-1763)								
ex. Colonial labor and North American slavery		●	●		●			
ex. Political and social divergence from England; roots of American radicalism	●		●			●		
III. Creating A New Nation (1763-1815)								
ex. The American Revolutionary War				●			●	●
ex. The Constitutional Convention and the debate over ratification	●						●	●
IV. Expansion and Reform (1801-1860)								
ex. The Jacksonian era and the new face of politics	●	●						
ex. The emergence of an American culture and literature		●				●		

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This combination of historical episodes with Vital Themes and strands is a picture of the U.S. History we want to teach. However, it is not yet a curriculum. It is a destination we aim for but we still must choose the route to take and the vehicles to carry us along that route. The route is the scope and sequence of courses to be taught at the various grades. The vehicles are the teacher's chosen content and methodology for each course.

V. The Civil War and Reconstruction (1860-1877)										
ex. The military defeat of the Confederacy	●				●			●		●
ex. The stages of Reconstruction					●			●		●
VI. The Making of Modern America (1865-1920)										
ex. Immigration, migration and city life in America			●	●	●	●				
ex. An American version of imperialism	●			●						
VII. The United States and the Two World Wars (1914-1945)										
ex. Economic fault lines, the coming of the Great Depression		●			●			●		●
ex. Pearl Harbor, The "Arsenal of Democracy" joins the War				●	●					●
VIII. Contemporary America (1945 to the Present)										
ex. Widespread ruin and the Cold War bring forth a new American foreign policy		●		●				●		●
ex. American society and culture of the 1950's, changes, open and hidden	●	●		●	●		●			●

IV. Some Details of U.S. History:
People, Events, Ideas, Institutions, and Creative Works To Begin Bringing the American Story to Life

As noted above, it will usually be the responsibility of the state or school district to assign the teaching of the major essential topics in United States history to particular grades in the K-12 sequence, to insure adequate coverage and to avoid gaps and repetitions. But it will be up to particular schools and teachers to select the details by which to teach the essential topics listed in section III, as they pursue the overarching strands and questions in American history set forth in section II.

The essence of historical study, and its educative power, is in the stories of human experience it must tell. In United States history, many of the most memorable episodes and personalities (from the Mayflower and George Washington through to D-Day and Rosa Parks) will have been introduced in the earliest grades, K-4. Here we necessarily repeat a good number of these, for their more sophisticated treatment in the upper elementary, middle, and high school grades. But the details that follow are not meant to be exhaustive or to suggest everything of importance that teachers may wish to emphasize. We assume that teachers, and students, have many other sources from which to choose.

A Note on Textbooks:

At this point, a word about textbooks is called for. The National Council for History Education strongly recommends that a well-balanced, well written survey be part of every student's materials for history courses from the 5th grade onward. It is by now a commonplace that teaching directly and exclusively from a textbook is insufficient. Other sources are indispensable. But it is equally clear—though not yet a commonplace—that an engaging chronological narrative history book provides students with a framework within which to place the particular questions, topics, episodes, and personalities that teachers choose to stress. It serves as a detailed timeline to carry with them. It guards against the disorientation and loss of continuity that arise from over-use of "post-holing" and unconnected lesson units. It allows students to roam at will in history's long and complicated story and to discover for themselves other matters they can decide to explore in depth. In sum, a high quality survey textbook can help students maintain perspective and also help them exercise their intellectual freedom.

In this final section, then, we do not try to "cover" the details of United States history already available in a good textbook. Instead, we present our own selection of issues, events and turning-points, of people who made a difference, of ideas and institutions, and of creative works, each of which we believe to be lastingly significant and at the same time engaging for students. From them, teachers will make their own selections.

I. Three Worlds and Their Encounters in America (Beginnings to 1607)

In this era, students begin their systematic study of Strand 3, the gathering of people and cultures from many places. First emerging here, and to be pursued in later eras, are two significant and continuing questions that address diversity. *In the midst of diversity, what have been the common hopes, codes of morality, and secular and religious aspirations in the American "gathering?" Have we had many separate "cultures" or a common set of human strivings that have been variously expressed by cultural differences of no grave importance?* Teachers may also choose to introduce very early elements of Strand 5, family and local history, an important and engaging theme for all subsequent eras as well. *Who was living and what was happening in their corner of North America? What would their remote ancestors probably have been experiencing?*

A) Life in the Americas before the arrival of Europeans and Africans
- Ancient travelers across the Bering land bridge.
- The Mayans: written language, pyramids, astronomy, power and decline.
- The Aztecs: the warrior/slave culture; Tenochtitlan; Montezuma.
- The Incas: Andean empire; political, social, economic contrasts to Aztecs.
- North Americans: contrasts in geography, food, shelter, and clothing; different social structures, roles of women, children, and the old.

I. Three Worlds and Their Encounters in America (Beginnings to 1607) [continued]

- Religion and traditions: sacred stories and histories of the first North Americans; arts and ceremonies by which they are told.
- Tribal laws and governing; making peace and war; sharply contrasting ways of treating neighbors and nature.

B) Societies and politics of Africa; the evolution of the slave trade
- Highly varied geographical regions; highly varied economic and social life.
- Political variation: village-based tribal alliances, small kingdoms, and large empires; Ghana; Mali, the wealth and learning of Timbuktu; Songhai.
- Indigenous African slavery: captives of war, criminals, debtors; usually not hereditary.
- Early slave trade between West and Central African kingdoms and North African Islamic Arabs.
- 15th century Portuguese enter the African-Muslim slave trade; expanded trading of slaves from African markets to overseas colonies; domestic African wars for captives to meet growing demand.

C) European societies, trade and explorations of the 15th and 16th centuries
- Expansive effects of the Crusades, the Renaissance and Reformation.
- Commercial growth at home and abroad; bankers and traders vital to monarchs competing for power.
- Refined technologies in navigation and ship-building ease the way for explorers looking for routes to the Far East (the "Indies").
- Early Portuguese probings; contacts and trade with Africans.
- Spanish ambitions; the voyages of Columbus to the Caribbean.
- English expeditions after defeat of Spanish Armada; footholds in North America.

D) First contacts between Americans and Europeans; the consequences
- The "Columbian Exchange": interactions among American/European/African people; plants, animals, culture, disease.
- Common European illnesses set off virgin-soil epidemics among Americans.
- From 50 to 95% of "Indians," varying by region, die in the first generations after the European arrival.
- Native American societies severely destabilized; weakened tribes and cultures perish in wars with stronger survivors.
- European colonists arrive and settle in the midst of such catastrophes.

E) Early European conquests and enterprise in the Americas
- Common and contrasting motives of European settlers.
- Elizabeth I against the Spanish empire; the legend of Drake.
- Raleigh and the failed Roanoke colony in "Virginia."
- Fur traders—French in Canada and Dutch in New York—deal with the local Native Americans; early Jesuit missionaries in French regions.
- Spanish "Conquistadores" overcome native societies: Cortes defeats Aztecs with help from their former victims; Pizarro conquers the Incas.
- Spanish in St. Augustine, 1555; first permanent settlement in North America.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following*: Alfred W. Crosby, **The Columbian Exchange: Biological and Cultural Consequences of 1492** (1972); Brian Fagan, **Kingdoms of Gold, Kingdoms of Jade: The Americas Before Columbus** (1991); Alvin Josephy, Jr., ed., **America in 1492: The World of the Indian Peoples Before the Arrival of Columbus** (1992); J. Russell Major, **The Age of the Renaissance and Reformation: A Short History** (1970); D.W. Meinig, **The Shaping of America: A Geographical Perspective on 500 Years of History, Volume I, Atlantic America, 1492-1800** (1986); Samuel Eliot Morison, **The Great Explorers: The European Discovery of America** (1978); Gary B. Nash, **Red, White, and**

I. Three Worlds and Their Encounters in America (Beginnings to 1607) [continued]

Black: The Peoples of Early North America (1991); John Thornton, **Africa and Africans in the Making of the Atlantic World, 1400-1680** (1992); Herman Viola and Carolyn Margolis, eds., **Seeds of Change: Five Hundred Years Since Columbus** (1991); John Noble Wilford, **The Mysterious History of Columbus: An Exploration of the Man, the Myth, the Legacy** (1991).

* These works and those that follow each of the 8 eras are the result of an informal canvass of historians and teachers.

II. The Colonial Era: An Emerging American Identity (1607-1763)

In this era, students further pursue Strand 3, the gathering of peoples and cultures, and its related questions. They begin their systematic study of Strand 2, the development of the American economy and its effects on society and labor, free and slave. First emerging here, and continuing throughout later eras, are significant questions: *What changes in the economy advanced human welfare and the quality of life for Americans? Which had mixed or unhappy effects? Which of our people gained or lost?* Strand 5, family and local history, should take on added relevance in this era. Finally, students touch upon Strand 1, the evolution of American political democracy, in the colonists' early divergence from England in ideas of religion, society, and politics. This also relates to Strand 6, the changing character of American society and culture, of education and thought, of religion and values.

A) Early settlements and colonies
- Spanish into present-day New Mexico, Texas, Colorado, Utah, Arizona, and California.
- French settle along interior rivers and lakes (Duquesne, Detroit, Des Moines, St. Louis); New Orleans as the capital of "Louisiana."
- The adventure of Jamestown; Pocahontas; legends and facts.
- Maryland: the search for a Catholic haven; Lord Baltimore.
- Extreme mortality rates of the Chesapeake region; effects on men, women, and families.
- The Mayflower Compact; "Pilgrims" and the Plimoth Plantation, 1620.
- Puritanism in the 17th century; the Massachusetts Bay Colony, (Boston) 1630; John Winthrop proclaims the godly "city on a hill."
- Religious dissenters; Anne Hutchinson and Roger Williams; the founding of Providence and Rhode Island.
- In New England, lower mortality, strong families; self-governed towns.
- William Penn and Quaker pluralism; the meaning of Philadelphia.
- Oglethorpe's Georgia colony for debtors; his failed attempt to outlaw slavery.

B) Colonists' relations with the Native Americans
- Exchange of foods, tools, fishing and farming techniques.
- Advances into Indian habitats and hunting grounds; rising hostilities.
- King Philip's War in Massachusetts 1675; exchange of massacres.
- Bacon's Rebellion, Virginia 1676; the poor ask harsher policy against Indians.
- Pueblos drive Spaniards out of New Mexico for twelve years, 1680-92, the most successful instance of Native American resistance.
- French and Spanish Catholic missions to convert the Indians across North and South America from Quebec to the Andes.
- Rival alliances: the French and the Hurons; the British and the Iroquois.

C) Colonial labor and North American slavery
- Early importation of labor; limited indentures of servants replaced by hereditary slavery of Africans in Virginia by the 1670s.
- The Atlantic slave trade; the "Middle Passage" between two captivities.
- Southern plantation crops render large-scale slavery profitable.
- Middle and Northern colonists mainly work their own family farms, coastal fisheries and shipping; limited use of slaves and indentured labor.
- Slow growth of a small free black population, South and North.

II. The Colonial Era: An Emerging American Identity (1607-1763) [continued]

D) Black societies in North America
- Multiple African origins; diverse cultures and languages transplanted.
- Widespread Christianization of African slaves by mid-18th century; Christianity merged with pre-Christian traditions and practices, as in medieval Europe and among converted Native Americans.
- African components of religion, language, and music make up a new, autonomous African-American culture.
- Strong family patterns in slave communities, despite marriages not being legally recognized; many family histories preserved.
- Slaves subject to entire gamut of treatment from paternalism to gratuitous cruelty; sexual exploitation of female slaves; mulatto children made slaves.
- Slave uprisings stir white anxiety and reprisals, North and South; the New York slave conspiracy hysteria, 1741.

E) The family and the role of women in the British colonies
- In New England, Puritan family-centered society; belief in inherent sinfulness; Puritan child-rearing: "breaking of the will."
- Women valued as wives and mothers, and essential to the farm economy, but subject to patriarchal authority.
- Rate of Northern women's literacy higher than in Europe despite limits on their formal education and public roles.
- In the Chesapeake colonies, fewer women among early settlers; families unstable until 18th century, when mortality rates decline, patriarchal authority rises, and extended kinship networks emerge.
- In Quaker society, the ideal of universal "inner light" suggests idea of family as union of equals, but gender and age hierarchies remain pronounced.
- Strict insulation of children from non-Quakers; intermarriage forbidden; women speak at Quaker meeting; status slightly higher than elsewhere.

F) Intellectual and religious characteristics of Anglo-American colonials
- Inheritance of fundamental Judaic-Christian principles of spiritual equality, individual responsibility for moral choice, social responsibilities.
- Tradition of "rights of Englishmen," limited and representative government, from Magna Carta, 1215, culminating in 17th century English Revolution.
- Knowledge of 18th century Enlightenment ideas: faith in science, reason, reform and progress in human life and institutions; writings of John Locke.
- Rising toleration of dissenting Protestant sects, and of practical reasons for the separation of church and government leadership.
- Religious revivals of the mid-18th century; the Great Awakening led by the Reverend George Whitefield.
- The spread of schooling as necessary to literate believers; the Massachusetts General School Act of 1647.
- Colleges for the training of ministers (Harvard, William and Mary, Yale); added the sciences, history, and commerce by the mid-18th century.

G) Political and social divergence from England; roots of American radicalism
- Weak royal control; lack of British party patronage networks for colonial politicians and officials.
- Absence of direct taxation early set colonies apart from mother country.
- Town governments and colonial assemblies aired the tensions between colonial population and royal governors; experienced local leaders arose.
- Even under limited suffrage, vote wider than in England, allowing more popular voice in political life.
- Newspapers widely read across social classes in North and Middle colonies, preparing readers for political discussion; Peter Zenger acquitted of libel against royal governor, 1735, on grounds of right to free speech.

II. The Colonial Era: An Emerging American Identity (1607-1763) [continued]

- What the founders knew: ideas of self-government and republicanism, and the conditions supporting or endangering them, out of readings on Athenian democracy, Roman Republic, and phases of the English Revolution.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following: William Cronon, **Changes In The Land: Indians, Colonists, And The Ecology Of New England** (1983); John Demos, **The Unredeemed Captive: A Family Story from Early America** (1994); David Hackett Fischer, **Albion's Seed: Four British Folkways in America** (1989); Jack P. Greene, **Pursuits Of Happiness: The Social Development Of The Early Modern British Colonies And The Formation Of American Culture** (1988); Michael Kammen, **People of Paradox: An Inquiry Concerning the Origins of American Civilization** (1974); Edmund S. Morgan, **American Slavery, American Freedom: The Ordeal Of Colonial Virginia** (1975); Laurel Thatcher Ulrich, **Good Wives: Image And Reality In The Lives Of Women In Northern New England, 1650-1750** (1982); Daniel H. Usner, Jr., **Indians, Settlers, And Slaves In A Frontier Exchange Economy: The Lower Mississippi Valley Before 1783** (1992); Peter H. Wood, **Black Majority: Negroes In Colonial South Carolina From 1670 Through The Stono Rebellion** (1974); Esmond Wright, **Franklin of Philadelphia** (1986).

III. Creating A New Nation (1763-1815)

In this era, students begin their systematic study of Strand 1, the evolution of American democracy. They open the central continuing question of American political history: *What individuals and ideas, what factors and conditions—geographical, economic, social—have worked to advance freedom, equality, and justice in the United States, and which have worked to obstruct them?* Both during the Revolutionary War itself and in the debates over the Articles of Confederation and Constitution, students first encounter Strand 7, distinctively American tensions, particularly those between liberty and equality, liberty and order, region and nation. Here and later, they will consider two significant questions: *Are these "tensions" matters to be afraid of? Or are they normal interactions between impulses which, however "tense" or bothersome or even angry they may become, are simply to be expected, given human nature? Are they perhaps even necessary in any society that struggles to be as civil, fair, free, and enterprising as possible?* In this era, students open their study of Strand 4, the role of the United States in the outside world, and relations between domestic affairs and foreign policies, notably in war with England, the French alliance, the domestic effects of the French Revolution, and the War of 1812.

A) American responses to the new British imperial system
- Costly British victory over French and Indians in the Seven Years War frees American colonials from major outside threats.
- Colonists resent first direct taxation (Sugar and Stamp Acts) to help English recover war costs, cast it as a threat to principle of self-government.
- Rising protests of arbitrary rule and "taxation without representation," as activists cite Magna Carta and the "rights of Englishmen."
- Sons of Liberty and others stir mob action; boycotts of British goods.
- Stamp Act Congress (1765) petitions King and Parliament; Stamp Act withdrawn 1766) but Parliament asserts right to pass laws for colonies.
- Townshend Acts (1767) create new import duties; boycotts spread.

B) Escalating crisis; first battles and the Declaration of Independence
- British troops sent to Boston to quell riots (1768); the Boston "Massacre" of 1770; John Adams defends British soldiers in court.
- The Boston Tea Party and wider boycotts (1773); British close port of Boston; other colonies support Boston at First Continental Congress (1774).
- The battles of Lexington Green and Concord Bridge (1775); Emerson's "shot heard round the world."

III. Creating A New Nation (1763-1815) [continued]

- Second Continental Congress creates Continental Army under General George Washington of Virginia; the battle of Bunker Hill (1775).
- Momentum builds for full independence; Tom Paine's *Common Sense* (1776).
- Continental Congress adopts Jefferson's *Declaration of Independence* in July 1776, declaring equal rights: "Life, Liberty, and the pursuit of Happiness."

C) The American Revolutionary War
- The advantages and disadvantages of the two sides.
- Washington's strategy: quick strikes, not set battles; survival at any cost; surprise attacks at Trenton and Princeton, then withdrawal, save the army.
- American Loyalists fight with the British, are persecuted and exiled.
- The Native American response: neutral or join the British against colonists progressively seizing their lands.
- The African American responses: several thousand serve in Washington's army; many more Southern slaves take British service in return for freedom.
- Turning points: victory at Saratoga (1777) brings French alliance of 1778.
- The bitter saga of a starving army at Valley Forge, winter of 1778.
- Decisive French-American victory at Yorktown, 1781; the Treaty of Paris, 1783, British acceptance of American independence.

D) The writing of state constitutions (1777-1781)
- Establishing republican governments; laws to be set in a framework of constitutional principles; complex amendment procedures to safeguard these principles.
- Fear of executive power: most limit governors' terms, eliminate the veto power and independent appointments to official positions.
- The vote generally restricted to white male property-owners.
- Regional variations: radical in Pennsylvania (one-house legislature and no executive); several states barred Jews and Roman Catholics from office.
- Massachusetts Constitution (1780) declares all men free and equal; state supreme court declares slavery unconstitutional.

E) National government under the Articles of Confederation, 1781-1789
- Fear of remote central power; states declared sovereign.
- Unicameral Congress: one state, one vote; no separate executive or judiciary; taxes and amendments require unanimous vote of all states.
- Congress unable to raise national revenue, unable to deal with Indians or British refusals to fulfill obligations in the Treaty of Paris.
- States' western lands are ceded to Congress; Northwest Ordinances bar slavery in the Northwest Territory and set rules for creating new states.
- Great economic depression; Shays' Rebellion (1786) and wide demands for debt relief.
- Rising fear of business and political leaders that central government unable to protect property and civil authority.

F) The Constitutional Convention and the debate over ratification
- In Philadelphia of 1787, 55 delegates from 12 states (Rhode Island absent) reject the Articles and create federal system dividing power between state and national governments.
- The three branches—Executive, Legislative, Judicial—create separate (but overlapping) powers; checks and balances.
- President chosen by state "electors;" states set voting arrangements for Senators, Representatives, and "electors."
- Great (Connecticut) Compromise creates bicameral Congress: House of Representatives, proportional representation and popular election; Senate, two members from each state, elected by state legislatures.
- The Three-fifths Compromise: slaves not to be fully counted to determine population base for seats in House of Representatives.

III. Creating A New Nation (1763-1815) [continued]

- The ratification: arguments of Federalists and anti-Federalists; Hamilton, Madison, and Jay publish the *Federalist*; 9 needed states ratify by 1789.

G) Washington and John Adams: stable government amid political divisions
- Washington's unique stature; unanimous electoral vote.
- First Congress enacts the Bill of Rights (ratified, 1791); the debaters refer to English Bill of Rights, 1689, and French Rights of Man, 1789.
- Washington carefully balances cabinet among factions and ideologies.
- Alexander Hamilton ("Federalist" faction), Secretary of the Treasury, for strong central government promoting an economy of commerce and manufacturing; national taxes and bank; protective tariffs.
- Thomas Jefferson ("Republican" faction), Secretary of State, for limited central power and expenditure; democratic polity based in an agrarian economy and associated small enterprise; fear of business elite.
- The "First American Party System" emerges; French Revolution and Anglo-French war worsens party split: Federalists favor England and denounce disorder of French revolution; Republicans favor French republican radicals.
- Washington refuses a third term in 1796; "Farewell Address" warns against partisan conflict and foreign entanglements.
- John Adams the first to be inaugurated in Washington, the new capital city designed by Pierre L'Enfant and Benjamin Banneker.
- First Amendment issues: Federalists attack Republican opponents as in league with French radicals; the Alien and Sedition Acts, the Naturalization Act.
- Virginia and Kentucky legislatures pass "nullification" resolutions written by Jefferson and Madison, against the Federalist "reign of terror."

H) The "peaceful revolution" of 1800; Jefferson's new party
- Bitter campaign of 1800 between Adams and Jefferson; Adams attacked by extreme Federalists; Jefferson called a Jacobin atheist, but inaugurated quietly.
- Jefferson's Republican simplicity; internal taxes repealed; federal budget, the military and bureaucracy.
- Alien and Sedition Acts expire; Naturalization Act repealed.
- Purchase of the Louisiana Territory from Napoleon I doubles the size of the country, and insures ultimate domination of North America (1803).
- Jefferson authorizes and directs the expeditions of Lewis and Clark, and of Zebulon Pike, to promote knowledge and settlement of the new West.
- John Marshall and the Supreme Court establish the principle of judicial review—the constitutionality of congressional legislation—in *Marbury v. Madison*, 1803.

I) The War of 1812
- British, at war with Napoleon's French Empire, attack American neutral rights of trade; impressment of abducted American sailors.
- Indians, led by Tecumseh and The Prophet, rally northwest tribes against ceding lands to the United States; become allied with British.
- Trade embargo by Madison brings economic depression and political opposition in Northeast; British economy also suffers.
- Clay and Calhoun, the "War Hawks," lead Republican Congress to declare war; news of British decision to reopen American markets arriving too late.
- In 1814, British forces easily capture Washington and burn public buildings; British attack on Baltimore fails; "Star Spangled Banner."
- Andrew Jackson wins fame by defeating British attack on New Orleans in 1815, two weeks after peace had been signed with the Treaty of Ghent; wartime losses of life and property bring no gain for either side.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following: Bernard Bailyn, **The Ideological Origins Of The**

III. Creating A New Nation (1763-1815) [continued]

American Revolution (1967); Crane Brinton, **The Anatomy of Revolution** (1965); Gregory E. Dowd, **A Spirited Resistance: The North American Indian Struggle For Unity, 1745-1815** (1992); Stanley Elkins and Eric McKitrick, **The Age Of Federalism, 1788-1800** (1993); John E. Ferling, **A Wilderness of Miseries: War and Warriors in America** (1980); Robert Gross, **The Minutemen And Their World** (1976); Henry F. May, **The Enlightenment in America** (1976); Robert Middlekauff, **The Glorious Cause: The American Revolution, 1763-1789** (1982); Mary Beth Norton, **Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800** (1980); Gordon S. Wood, **The Radicalism Of The American Revolution** (1992).

IV. Expansion and Reform (1801-1860)

In this era, Strands 1 and 2 on the evolution of American politics and the American economy are further pursued, along with the relevant questions cited above. Students consider the pros and cons of Jacksonian democracy. They examine the effects of the new technologies of the Industrial Revolution on economic life, social classes, and labor in the North and South, free and slave. In addition, students bring Strands 1 and 2 together as they consider the debate, which continues to the present, over government's role in the economy: *Have political decisions, local or national, made a difference in the human and social effects of "modernization?"* Under Strand 3, the gathering of people and cultures, the new immigrants arriving before the Civil War raise again the questions of human diversity and commonality opened in Eras I and II. For many students, these questions will relate directly to Strand 5, family and local history, as well as to one of the Strand 6 questions: *What have different people expected of themselves and their children?* At this point in the American narrative, students may begin their systematic study of Strand 6 on American arts and letters, education and thought, making connections between religion and reform movements. Also central to this era is Strand 7, notably on the rising tensions between regional and national interests and loyalties. At the time, these were indeed "matters to be afraid of," as a question under Strand 7 puts it. Strand 8, on successes and failures of the United States, comes sharply into focus. The struggles to abolish slavery peacefully, and attempts to compromise over it, are two failures that bring on the tragedy of civil war.

A) Economic nationalism at home; the Monroe Doctrine abroad
- Federalists discredited by threats of secession at Hartford Convention during the War of 1812; Republicans dominate patriotic "Era of Good Feelings."
- War revealed weaknesses of limited government; Madison adopts Hamiltonian economic policies: central Bank of the United States and tariff protection for domestic manufacture.
- For defense and economic growth, government funding for a national system of roads and canals pressed by Henry Clay and John C. Calhoun ("Let us conquer space"); federal and state projects: National Road and Erie Canal.
- Judicial nationalism: Marshall's Supreme Court decisions favor the federal authority over the states: *McCulloch v. Maryland, Gibbons v. Ogden.*
- The Monroe Doctrine, crafted by Secretary of State John Quincy Adams: having recognized revolutionary governments in Mexico, Columbia, Chile, Peru, and Argentina, Monroe says U. S. opposes intervention by European powers in the Hemisphere, promises American non-intervention in Europe.

B) Revolutions in energy, manufacture, and transportation
- By 1840, 3,000 miles of canals linked rivers and lakes—the cheapest "roads" for heavy goods—lumber, metals, bricks, grain, and feed.
- The English origins of the Industrial Revolution; steam: the first "non-natural" source of energy.
- The steamboat speeds all water travel; Robert Fulton's *Clermont* on the Hudson River in 1807; by 1850, 800 steamboats on the Mississippi.

IV. Expansion and Reform (1801-1860) [continued]

- Railroad steam trains first serve rivers and canals, ultimately replace much water traffic; by 1850, more than 30,000 miles of track.
- Subsequent growth of iron, coal, engine and machine-tool industries.
- The factory system: copying from the British, and American inventions; Eli Whitney and the mass production of interchangeable parts.
- Geography and industry: factories and cities locate and grow near rivers, lakes, seacoast, railroad lines and junctions, cheap fuel and labor.

C) The Northern economic system
- Revolution in textile-making; farm girls as the first industrial work force; water power puts Northeast industry in the lead: Lowell, Lawrence, Pawtucket, Central Falls.
- By 1850, 90% of industrial jobs in the North, three-quarters of railroad miles, two-thirds of chartered banks; New York City the nation's financial capital.
- Northeast and middle Atlantic ports dominate shipping, shipbuilding, fishing, and whaling; Nantucket and *Moby Dick;* Yankee Clippers circle the earth.
- Influx of children and immigrants into the new labor force; the growth of public schooling to prepare reliable, industrious workers and citizens.
- Irish and German immigrants flow to America; hostility to newcomers arises in all social classes of "natives;" segregation, discrimination; the Know-Nothings.
- Early labor union movement divided along ethnic, native/newcomer, at times racial and gender lines; weakened by court rulings and recessions.

D) The Southern economic system
- King Cotton: in 1790, 3,000 bales; in 1859, 4.5 million bales; Eli Whitney's cotton gin, roads, rails and steamboats, rising Northern and European markets all prolong slavery's profitability, as do tobacco, rice, and sugar plantations.
- Social, economic, and political dominance of planter aristocracy; some 8,000 have 50 or more slaves; 25% of whites hold slaves.
- Weaknesses of Southern manufacturing, commerce, and finance.
- Slavery's subsidy of economic development in both the Southern and Northern economies, the counterpart of cheap labor in the North and Midwest.
- The many slave experiences: plantations, small farms, skilled crafts, labor in fisheries and factories; regimented cotton pickers to the Maryland oystermen.
- Passive resistance and organized uprisings; Vesey Conspiracy, 1822 and Nat Turner's rebellion, 1831, all but silence Southern abolitionists.
- Growth in free black workers and farmers slowed in the 1840s and 1850s by state laws, local hostility, overtly racist doctrines.

E) American reformers before the Civil War
- An era of reform throughout the Western world; British anti-slavery; German schooling; British and European utopians.
- Women, the "cult of domesticity" and the "separate spheres" doctrine; early feminism; the struggle for legal equality and political rights; the Seneca Falls Convention of 1848: Elizabeth Cady Stanton's "Declaration of Sentiments" modeled after the Declaration of Independence.
- Abolitionism: African slave trade abolished, 1808; Garrison's *Liberator*, 1831; Oberlin College activists; American Antislavery Society.
- White and black women in abolitionist movement: Grimke sisters' *Slavery As It Is*, 1839; Harriet Tubman and the Underground Railroad; popular power of *Uncle Tom's Cabin*.
- Black abolitionists: Frederick Douglass' *Narrative of the Life of an American Slave*, 1845; voteless and segregated Northern blacks protect Garrison and other white activists.
- Abolitionist movement divides over roles of women, over links to other reform campaigns, and over methods of political action.

IV. Expansion and Reform (1801-1860) [continued]

- Social reforms: the temperance movement, reform of poorhouses, orphanages, prisons and asylums; Dorothea Dix as famous in Europe as at home.
- American utopian communities, secular and religious: the English Robert Owen in New Harmony, Indiana; Brook Farm, Massachusetts; Amana communities; the Shakers and the Mormons; the search for common ideals in practice.

F) The emergence of an American culture and literature

- New printing technology makes books less expensive; rapid multiplication of publishers and readers in America, as elsewhere in Western world.
- Differentiating American from Anglo-European culture and learning; Noah Webster's dictionary and *American Spelling Book*; millions sold.
- Distinctiveness of American religion: the Second Great Awakening; American Methodism; Unitarianism and the decline of stern Calvinism; immigrant and African-American currents in Catholicism and Protestantism in America.
- Transcendentalists, American-style Romantics; Thoreau's *Walden*; Emerson's plea for personal and cultural independence at Harvard, 1837.
- First great era of American literature: Whitman, Poe, Melville, Hawthorne; in painting, Thomas Cole and the Hudson River School, a romantic vision of the American landscape and aspirations.
- The spread of American schooling; Horace Mann; the common, public school movement; McGuffey's *Readers* promote a common culture of citizenship and personal responsibility; women's education: Emma Willard and Mary Lyon.

G) The Jacksonian Era and the new face of politics

- By 1830s, most white males eligible to vote and hold office; campaigns grow raucous; 1828 Adams and Jackson under vicious personal attack; supporters and press accuse both of sexual misdeeds.
- Jackson's appeal to the "common man" and popular suspicion of government.
- Jackson justifies "spoils system" as expression of political democracy.
- Harsh rhetoric directed against "elites" and privilege; Jackson's attack on the Bank of the United States and other symbols of federal power over states, localities, and small entrepreneurs.
- Southern resentment over tariff, Northern protectionism, develops into the Nullification Crisis; Jackson defends the Union over states' rights.
- Economic depression of the late 1830s; the "Log Cabin" campaign of 1840 elects the Whig Harrison over Van Buren, Jackson's successor; the prototype "carnival" election: floats, bands, cider, smears, promises, image-peddling, deliberate avoidance of issues.

H) Westward expansion and Indian removal

- Jackson continues policies followed since Louisiana Purchase, forcing Indians to sell lands and move westward.
- His prior career of Indian-fighting; responds as President to popular desires for cheap land and speeds the forced expulsion of Indians from all areas east of the Mississippi River.
- The Removal Act of 1830 opens more than a million acres for sale; Jackson tells Georgia to defy Supreme Court ruling that Cherokees had right to their lands; the deadly "Trail of Tears."
- Black Hawk and Seminole Wars crush resistance in Illinois and Florida.
- Pre-Civil War westward expansion into lands between the Appalachians and the Mississippi; the new states north and south of the Ohio River.
- Expansion beyond the Mississippi; fur trappers; religious communities and missionaries; the Oregon Trail by wagon train.
- The lure of the West coast: the China trade, rich land, fisheries, and gold.

IV. Expansion and Reform (1801-1860) [continued]

I) The sections at odds; the struggle for compromise
- Southerners move west into Texas; after the Alamo, Texans defeat Santa Anna, 1836, claim independence from Mexico; annexed in 1845 as a slave state.
- The California question and the Mexican War; quick American victories in California, New Mexico, Texas; 1848 treaty of Guadalupe Hidalgo opens new territories, adding Spanish and Indian population to the United States.
- Expansion between the Mississippi and the Pacific forces final confrontation on the expansion or limitation of slavery in America.
- The Compromise of 1850 admits California as a free state but postpones central issue of slavery in the new territories; the Fugitive Slave Act.
- Kansas-Nebraska Act, 1854; formation of the Republican (free-soil) party, 1854; Bleeding Kansas: the battle between pro- and anti-slavery settlers.
- The Dred Scott decision, 1857, raises passions and hardens the positions of both sides in the Congress and the country.
- John Brown's raid on Harper's Ferry, 1859, further raises fear and fury.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following: Daniel Boorstin, **The Americans: The National Experience** (1975); Nancy F. Cott, **The Bonds of Womanhood: "Woman's Sphere" in New England, 1780-1835** (1977); George Dangerfield, **The Era of Good Feelings** (1963); John Hope Franklin and Alfred A. Moss, Jr., **From Slavery to Freedom: A History of African Americans** (1994); Ellen DuBois, **Feminism and Suffrage: The Emergence of an Independent Woman's Movement in America, 1848-1869** (1979); Richard P. McCormick, **The Second American Party System: Party Formation in the Jacksonian Era** (1966); Frederick Merk, **Manifest Destiny and Mission in American History: A Reinterpretation** (1995); Charles G. Sellers, Jr., **The Market Revolution: Jacksonian America, 1815-1846** (1991); Charles Sydnor, **The Development of Southern Sectionalism, 1819-1848** (1948); George R. Taylor, **The Transportation Revolution, 1815-1860** (1989), Ronald G. Walters, **American Reformers, 1815-1860** (1978).

V. The Civil War and Reconstruction (1860-1877)

This short, tragic era confronts students with the fundamental question of Strand 1: *What individuals and ideas, what factors and conditions—geographical, economic, social—have worked to advance freedom, equality, and justice in the United States, and which have worked to obstruct them?* As with the Revolution, students must include among vital political "factors" the military campaigns, the leaders, and turning-points of the Civil War. Abraham Lincoln dominates the scene, looking outward to what the United States should mean to the world. Under Strand 4, students need to explain what he meant by saying that we were the "last, best hope of the earth." And Lincoln looks inward, in his Second Inaugural address, to the terrible costs of war, which students can confront in the many sources for family and local history, the subject of Strand 5. Finally, in Strand 8, they ask whether either "success" or "failure" can be applied to the Civil War and Reconstruction. Here, students can debate questions significant for this era and later: *What have Americans regarded as success and failure? Has success meant solving a crisis fully and forever, or just avoiding the worst that could have happened?*

A) The election of Abraham Lincoln
- Early life, work and experience, his reading and use of language; his vision of the United States as the best hope of the earth.
- Views of slavery and the Union: the Douglas debates and speeches.
- 1860: Democrats split over southern demands for endorsement of slavery in the territories; Lincoln wins with only 40% of the vote and no electoral votes from the South.
- Lincoln and the Republicans reject the Crittenden Compromise.
- Inaugural address; no intention to interfere with slavery in Southern states; pledges no attack; pleads for peace from "the better angels of our nature."

V. The Civil War and Reconstruction (1860-1877) [continued]

B) Secession and the Federal response
- By inauguration, seven states had seceded, formed the Confederacy.
- Jefferson Davis orders attack on Fort Sumter, Charleston harbor; Lincoln's call for 75,000 volunteers is more than filled.
- Four more states secede; of border states, Federal force keeps Maryland in; Kentucky and Missouri remain; loyal West Virginia breaks from Virginia.
- The Northern cause: to restore and preserve the Union and national economy.
- The Southern cause: a separate slave-holding nation free of Northern tariffs and economic, political, and cultural power.
- First battle; a Union debacle at Bull Run in Virginia causes a burst of Southern confidence; the emergence of General Thomas "Stonewall" Jackson.

C) The Union tested; a divided North goes to war
- Lincoln as wartime President; humanity and grim determination.
- Lincoln invokes emergency powers; suspends *habeas corpus*; imprisons border state secessionists and Northern anti-war Democrats (Copperheads).
- Anti-slavery moves meet early resistance; the North only grudgingly accepts emancipation as a war aim.
- By 1863, enlistments inadequate; military draft stirs violent New York city riots, widespread evasion, and purchase of substitutes.
- Republicans press federal action on industrial and agricultural expansion: national banking; Homestead Act; Land Grant colleges; railroad subsidies.
- Lincoln insists on holding 1864 election; long-awaited military victories insure his re-election.

D) Rising opposition to slavery; the Emancipation Proclamation
- Increasing numbers of slaves escape to Union lines, treated as "contraband of war," to avoid alienating border states still in Union.
- Abolitionists and radical Republicans call for the destruction of slavery and punishment of slaveholders, partly for sake of foreign opinion.
- Lincoln declares limited emancipation, using his war powers to free slaves in Confederate areas; Emancipation Proclamation signed January 1, 1863.
- Congress authorizes black army units; 200,000 enlist, sustain heavy losses; critical role of blacks in the Union navy.
- 13th Amendment (1865) bans slavery everywhere in the United States.

E) The military defeat of the Confederacy
- Southern disadvantages: 1/5 of industrial capacity; 1/3 of railroad mileage; 1/3 of the free population; weakness at sea and foreign opinion.
- Advantages: ardor for independent Confederacy across all class of white southern population; military tradition, skilled officers.
- String of southern victories from Bull Run to Chancellorsville; Robert E. Lee and Stonewall Jackson; Lincoln's long search for a general.
- U. S. Grant and Union victories in the West; fall of Vicksburg, 1863.
- The turning-point: the epic battle of Gettysburg, July 1863; the role of chance and individual action in history; Lincoln's address of consecration.
- Confederate failure to win foreign support; Union blockade grinds down the southern economy and civilian morale.
- Sherman's devastating march to the sea; burning of Atlanta; Grant wages a bloody war of attrition in Virginia; Lee's surrender at Appomattox.
- The costs of war: the dead and maimed (photographs of Mathew Brady); social upheaval, physical destruction; legacy of violence and regional hatreds.

V. The Civil War and Reconstruction (1860-1877) [continued]

F) The stages of Reconstruction
- Lincoln's Second Inaugural Address as a classical American work.
- Lincoln's assassination at Ford's Theater, April 14, 1865; his plans for reconstruction unfinished (signed Freedmen's Bureau law, March, 1865).
- New president Andrew Johnson favors conciliation of the white South.
- Radical Republican Congress pushes for political and social rights for the ex-slaves; repressive southern Black Codes nullified.
- Surge of Northern teachers, missionaries, lawyers, and profiteers into the South; the "Carpetbaggers" as both myth and reality.
- The 14th and 15th Amendments grant blacks equal protection under the law; black male right to vote enforced by Federal authority.
- Southern state governments dominated by white Republicans, with numbers of elected black legislators and appointed officials.
- Election of President Grant, 1868; Northern business interests allied with the Republican party; "Liberal Republicans" fall away.

G) Northern reformism collapses; Southern white power returns
- Economics and emancipation: the issue of land for ex-slaves; compared and contrasted with Russian emancipation of serfs, 1861.
- Congress unwilling to redistribute land; promises to former slaves broken and in some cases grants of land are revoked.
- Split in the women's rights movement over the issue of the 15th amendment (black male suffrage).
- North unwilling to commit resources to enforce civil, political rights and social equity in the former Confederacy.
- Republican rule ends in Southern states; blacks forced from offices.
- Rising anti-black violence; emergence of Ku Klux Klan; black voting (and often schooling) blocked by force and terror.

H) The election of 1876; the end of Reconstruction
- Democrat Tilden defeats Republican Hayes, but Republican military control of South distorts the electoral count.
- Compromise of 1877: Democrats agree to election of Hayes in return for withdrawal of Federal troops from the South; Reconstruction ends.
- Southern elite returns to power; 14th,15th Amendments nullified in practice.
- Independent black farming all but destroyed; emergence of share-cropping, not slavery and not freedom.
- Systematic racial segregation under "Jim Crow" regulations; Supreme Court legitimatizes segregation in *Plessy v. Ferguson* (1896).
- The spread of "lynch law;" for many, terrorism worse than slavery.
- Under repression, black families, churches, social and cultural structures survive and strengthen.
- War and constitutional amendments fail to make the Union; South nurtures the legend of the "lost cause" of independence.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following: Gabor S. Boritt, ed., **War Comes Again: Comparative Vistas on the Civil War and World War II** (1995); David Herbert Donald, **Lincoln** (1995); Eric Foner, **Reconstruction: America's Unfinished Revolution, 1863-1877** (1988); Shelby Foote, **The Civil War: A Narrative** (3 vols., 1958-1974); Eugene Genovese, **Roll, Jordan, Roll: The World the Slaves Made** (1974); Lawrence W. Levine, **Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom** (1978); James M. McPherson, **Ordeal by Fire: the Civil War and Reconstruction** (1992); David M. Potter (Don E. Fehrenbacher, ed.), **The Impending Crisis, 1848-1861** (1976); Willie Lee Rose, **Rehearsal for Reconstruction: The Port Royal Experiment** (1964); C. Vann Woodward, **The Strange Career of Jim Crow** (3rd ed.; 1974).

VI. The Making of Modern America (1865-1920)

In this era, all of the Strands take on nearly equal importance. The interactions of political, economic, social, cultural, religious, and intellectual history pose challenging questions for students to discuss. Under Strand 1, beyond the basic question of contending forces advancing or obstructing democracy is another question: *Is there something uniquely American about these many contending forces, or are we just the North American scene of a common, ancient, and worldwide struggle for civilization?* Strand 2's continually recurring questions on economic costs and benefits must now be applied to vast technological and industrial changes, to struggles between capital and labor, to urbanization, to farmers' problems, to the effects on African-Americans of persistent segregation and discrimination. The significant questions of Strand 3 recur as great numbers of new immigrants and diverse cultures arrive: *In the midst of diversity, what have been the common hopes, codes of morality, and secular and religious aspirations in the American "gathering?" Have we had many separate "cultures" or a common set of human strivings that have been variously expressed by cultural differences of no grave importance?* Strand 4, the changing role of the United States in the outside world, becomes more prominent as we rise to world power. Annexation of the Philippines raises a national debate on whether or not imperial rule over another people can be true to Lincoln's vision: *Were we faithful to his hope or were we failing or forgetting it?* Strand 5 takes on ever greater possibilities for study of family and local history as the narrative reaches the early 1900s. Students can begin to address its all-embracing question: *How have your family and community been affected over time by the progress or retreat of political democracy, by the spread of education, by the application of science and medicine, by technological and economic change, by the arrival of new people, by American actions toward foreign lands, and by foreign actions toward us?* Strand 6, on American education and thought, religion and values, is central to the Progressive reform movement. The era is rife with all of the inner tensions of Strand 7, not least those between states and nation, between individualism and the common welfare, which is debated in every sphere of American life. As with the Civil War, the central questions of Strand 8 recur around the final stages of Westward expansion, the elimination of Native American resistance, and the closing of the frontier: *How does the history of human experience in America help to define the words success and failure?* Finally, the era as a whole allows students to open Strand 8's central question: *In what spheres of life have we done better or worse—scientific and technological, economic, social, cultural, moral, political?*

A) American industrialization; inventions and public policy
- The Civil War as stimulant and shaper of the national economy.
- The United States as a "developing country:" vast foreign investments.
- Government support and protection of industrial interests; tariffs and labor policies; Federal and state subsidies to railroad lines.
- New industries affect the economy and daily life: oil and electricity.
- Communications revolution: the trans-Atlantic cable, Bell and the telephone; the penny press, Marconi's "wireless" miracle.
- Harbingers of the future: the automobile and the cinema.

B) The American business world and culture
- Emergence of the modern corporation; law and liability.
- Investment banking; the stock exchange; "Wall Street."
- Monopolies and mergers, horizontal integration, holding companies; the Rockefeller and Carnegie sagas.
- Unprecedented concentration of wealth, economic and political power; magnates and their alliances with the press and politics.
- Ideologies of business: Social Darwinism, the Gospel of Wealth.
- Images of business: the "Robber Barons" and Horatio Alger heroes.
- Critical realism in American writers; Mark Twain, William Dean Howells, Theodore Dreiser.

VI. The Making of Modern America (1865-1920) [continued]

C) Working classes and the changing economy
- Masses of immigrant labor; the Irish and Chinese in railroad building; ethnic patterns in steel, mining, construction, textiles.
- The persistence of child labor in factories, mines, and agriculture.
- White women find work, usually under wage discrimination, in nursing, teaching, department stores, business and government offices; black women largely restricted to domestic service, except for teachers in segregated schools; by 1900, 20% of women are in the work force.
- Rise of a national network of women's colleges; law schools resist women; nearly 3,000 women doctors by 1900, before medical schools cut back.
- Labor unions: the Knights of Labor, for all workers; the American Federation of Labor for the skilled crafts, mostly white native-born males.
- Weaknesses of labor: internally divided by race, gender, ethnicity; underfunded, persistently attacked by popular press as "red" or anarchist; the Haymarket bombing (1886).
- Court injunctions, state and Federal troops, and private police forces used to break unions and strikes, jail their leaders; the Homestead Strike, 1892, and the Pullman Strike, 1893-94.

D) Immigration, migration and city life in America
- Millions move from farm to city between Civil War and World War I; over 25 million immigrants arrive; southern blacks begin migration to northern and midwestern cities.
- Growth of urban-ethnic neighborhoods, institutions, trades, occupations; e.g., "Chinatown" and "Little Italy."
- Resurgence of nativism against hyphenated Americans; controls and restrictions on immigration; Chinese Exclusion Act, 1882.
- Urban population soars; the great cities (e.g., New York, Chicago) and hundreds of smaller (e.g., Bridgeport, Toledo); by 1920 census, the majority of Americans live in urban centers.
- Attractions of city life: lights, water, sewers; schools, libraries, and museums; dance halls, concert halls, theaters.
- The underside: noise, crime, pollution, poverty, squalor (Jacob Riis photos); racial and ethnic conflicts; start of flight to "streetcar suburbs."
- The need for services and defenders; the rise and workings of ethnic political bosses and machines; Tammany Hall.

E) The end of the frontier; devastation of Native American tribes
- Rapid settlement of the Plains, mountain valleys, the Southwest and Pacific coast; the Homestead Act, 1862; frontier declared "closed" in 1890.
- The new states; progressive politics include women's suffrage; farmers and ranchers press harsh anti-Indian policies.
- U. S. Army pursues hundreds of raids and battles against Indian tribes in the years following the Civil War; Custer's folly and defeat a rarity.
- Annihilation of the buffalo undermines Indian economy and culture.
- Native Americans persistently forced onto less valuable, inhospitable reservation lands; repeated violation of treaties and agreements.
- Nez Perce and Chief Joseph overwhelmed, 1877; Apaches, Geronimo defeated, 1886; massacre of the Sioux at Wounded Knee, 1890.

F) Crisis and loss on the American farm; the Populist movement
- Early mechanization of agriculture; rising costs of production, increased productivity, price dips, interest rates, press upon farmer income.
- Weakness of farmers vs. banks and railroads, processors, distributors, speculators; price on the farm vs. profits of "middlemen."

VI. The Making of Modern America (1865-1920) [continued]

- The American agrarian rebellion; community nature and functions of the Grange and Farmers' Alliances; the activism of rural women.
- The Populist movement; 1892 People's Party candidate for president, James B. Weaver, polls a million votes, wins six states.
- Populist platforms: popular election of senators (vs. money power at state capitals), graduated income tax, government-run railroads and utilities.
- Divisions and weaknesses: enemy alliance of rails, banks, business press, and government; racism undermines southern Populism; failure to win over industrial and urban workers, and Eastern liberals.
- Populism fades with defeat of Democrat William Jennings Bryan in 1896.

G) The Progressive movement; accomplishments and limitations
- The Progressive creed, crafted by middle class professionals: science, reason, education, expert management; applying the benefits of progress in medicine, sanitation, disease control, health care.
- Persistence of traditional religious impulse for reform, justice and welfare.
- Women carry on the pre-Civil War struggle for equality; Susan B. Anthony and the 1876 centennial Women's Declaration of Rights.
- The women's club movement among whites and blacks; women's leadership in child welfare, prohibition, and family planning.
- Settlement house work as experience and education for women reformers.
- Muckrakers; Ida Tarbell, *History of the Standard Oil Company*; Lincoln Steffens, *The Shame of the Cities*; Upton Sinclair, *The Jungle*.
- Municipal reforms: city management and expert commissions vs. political parties, machines, and boss rule.
- State reforms: direct election of senators; initiative, referendum, and recall.
- The Progressives in public education; rejection of the academic tradition; socialization, intelligence testing, and "practical" education for the masses.
- Racism and its acceptance; the central failure of the Progressive movement.
- The Niagara movement; founding of the National Association for the Advancement of Colored People, 1910; the differences between Booker T. Washington and W. E. B. DuBois.

H) Theodore Roosevelt and Woodrow Wilson; national progressivism
- TR: first "modern" president, appealing to press and people over the heads of the power brokers of his Republican party.
- TR and the "malefactors of great wealth:" antitrust cases, rail regulation, help to 1902 coal strikers, Pure Food and Drug Act, alienates conservatives with proposals for 8-hour day, income tax, stock market regulation.
- The conservation movement; Gifford Pinchot, John Muir and the first environmental White House.
- Taft administration alienates Republican progressives; in 1912, TR leaves GOP to form Progressive Party, runs for president on a liberal platform, including old age pensions, unemployment insurance, women's suffrage.
- Woodrow Wilson, Democratic Governor of New Jersey, defeats Taft and Roosevelt; Wilson an activist reformer with two main exceptions: adds to racial segregation of federal departments in Washington; refuses to support women's suffrage.
- His "New Freedom" extends reform in other matters; lower tariff, graduated income tax; Federal Reserve Act, Clayton Antitrust Act; anti-child labor laws.

I) An American version of imperialism
- Purchase of Alaska, annexation of Midway, 1867; annexation of Hawaiian Islands, 1898.
- War with Spain over Cuba; role of the "yellow" press; heroics of TR and Rough Riders at San Juan Hill obscure the chaos in the War Department.
- Admiral Dewey sent to Manila by TR; battle of Manila Bay.

VI. The Making of Modern America (1865-1920) [continued]

- Defeated Spain cedes Puerto Rico, Philippines; frees Cuba.
- National debate between imperialists and anti-imperialists; Senator Beveridge of Indiana vs. Speaker Reed of Maine; the roles of writers and educators, journalists and editors.
- Imperial ideologies: the "white man's burden," Social Darwinism, the needs of expanding capitalism, global balances of power.
- U. S. establishes control over Cuba and crushes Philippine nationalists under Aguinaldo fighting for independence.
- The Open Door Policy; American intervention with other powers in China.
- TR's "revolution" in Panama, 1903; the saga of imagination, engineering, and medicine in building the Panama Canal.
- TR intervenes in Dominican Republic; the "Roosevelt Corollary" to the Monroe Doctrine in justification; Taft sends troops into Nicaragua; Wilson intervenes in Haiti and Mexico.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following: Edward L. Ayers, **The Promise of the New South: Life After Reconstruction** (1992); Lawrence Goodwyn, **The Populist Moment: A Short History of the Agrarian Revolt in America** (1978); Herbert Gutman, **Work, Culture, and Society in Industrializing America: Essays in American Working-class and Social History** (1976); Richard Hofstadter, **The Age of Reform: From Bryan to F. D. R.** (1955); Morton Keller, **Affairs of State: Public Life in Late Nineteenth Century America** (1979); Walter LaFeber, **The New Empire: An Interpretation of American Expansion** (1963); David Levering Lewis, **W. E. B. DuBois: Biography of a Race, 1868-1919** (1993); Arthur S. Link and Richard L. McCormick, **Progressivism** (1983); Kathryn Kish Sklar, **Florence Kelley and the Nation's Work** (1995); Gavin Wright, **Old South, New South: Revolutions in the Southern Economy Since the Civil War** (1986).

VII. The United States and the Two World Wars (1914-1945)

In this era, as in the preceding one and the final era to come, students cannot help but confront—around different circumstances and issues—most of the significant, continuing questions posed by the Strands. Under Strand 1, new individuals, ideas, factors, and conditions work to advance freedom, equality, and justice, against new obstacles. In Strand 2, the economy swings from prosperity in war and peace to deep depression, then to revival and the New Deal and a second war, forcing again the key question of the relationship between politics (including war) and economics. The period is dramatic in its implications for Strand 5, family and local history, and full of evidence for students to use in reflecting again on its recurring question: *How have your family and community been affected over time by the progress or retreat of political democracy, by the spread of education, by the application of science and medicine, by technological and economic change, by the arrival of new people, by American actions toward foreign lands, and by foreign actions toward us?* The first half of the 20th century saw much change in American education, manners, and popular culture, and great accomplishments in arts and letters, so under Strand 6 students may address how these developments may have reflected changing American views of the ideal man or woman and the good life. The central story of the era, of course, is the changing role of the United States in the outside world. Under Strand 4, students follow the origins, the course and costs, and the effects on American society of the two world wars. In studying the reasons for going to war in 1917 and 1941, and the part played by American economic and military power in the outcomes, students can consider the degree to which we saw ourselves as true to Lincoln's vision of the United States as the best hope of the earth, and how other people saw us, raising the question: *For which of our ideas, institutions, customs, and actions have we been admired or not?*

VII. The United States and the Two World Wars (1914-1945) [continued]

A) America and the World War of 1914-18
- Causes of the catastrophe shaping much of American life in the 20th century; Sarajevo, June, 1914; stalemate at the Marne, September, 1914.
- German and Austrian empires vs. Britain, France, and Russia; Wilson calls for Americans to be neutral in thought and action; wide sympathy for British and French, and rising sales of arms and raw materials to them.
- Quarrel with Germany over rights of "neutrals" on the high seas; German U-boat sinks the liner *Lusitania*, carrying Americans, off Ireland in 1915.
- Germany adopts unrestricted submarine warfare; U. S. declares war, 1917.
- American forces' role in Allied victory; "Lafayette, we are here!" the U. S. Navy in Atlantic convoys; the AEF in critical land battles in France; American losses.
- The home front: Federal direction of wartime economy; women and blacks enter the arms industries; black migration to northern cities; race riots; the experiences of black soldiers in a segregated army, at home and in France.
- Suppression of pacifists and dissenters; Socialist Eugene Debs imprisoned.
- Xenophobia: anti-German vandalism and violence; anti-Bolshevik hysteria; Americanization campaigns in schools and communities.
- Women and reform: the 18th and 19th amendments ratified, on prohibition and women's vote (in time for the 1920 election).
- Wilson's 14 Points as remedies for perceived causes of war in 1914; clash of Allied interests at the Paris Peace Conference; the Versailles Treaty with Germany.
- The fight for the League of Nations; Wilson's failure and collapse.

B) Harding, Coolidge, Hoover; the return to conservatism
- Reaction against Progressivism and wartime controls of the economy.
- Postwar inflation, unemployment, and labor strife continue to fuel the Red Scare: the case of Sacco and Vanzetti.
- Immigration quotas imposed; in 1924, 2% based on the 1890 Census.
- Economic isolationism; war sales turn United States from debtor to creditor nation; American purchases of European businesses, but higher American tariffs coupled with demands for immediate payment of war debts slow international trade.
- The long agricultural depression sets in; farmers are refused government supports granted to business and industry.
- Harding's death and disgrace; the Teapot Dome scandal.
- Coolidge, recognized for probity, succeeds to the White House and easily defeats Democratic and Progressive candidates for president, 1924.
- Hoover routs Democrat Alfred E. Smith, first Catholic presidential candidate, amid the prosperity of 1928.

C) The Jazz Age: the culture of the prosperous
- Mass production: Ford's assembly line copied; the Model T as "worker's car."
- Effects of the automobile: boom in oil, steel, machine tools, services; growth of suburbs beyond the train and trolley lines; the social and cultural implications of America's "love affair with the automobile."
- Mass advertising, easy credit, and emergence of the mass consumption economy.
- Proliferation of home appliances; decline of the domestic service class.
- Mass entertainment across classes and generations: Hollywood and the movie palaces; spectator sports: racing, football, baseball; radio, "the empire of the air," with 12,000,000 in American homes by 1929.
- Publicity and promotion of "firsts," heroes, and celebrities: Lindbergh, Babe Ruth, Charlie Chaplin, Al Capone.
- American writers of the Jazz Age: Fitzgerald, Hemingway, O'Neill, Lewis; the style of postwar disillusion; the expatriates in Paris.
- The rising influence of black writers; the Harlem Renaissance: Langston Hughes; Zora Neale Hurston; black musicians create American jazz, to dominate popular music and dance in the Western world.

VII. The United States and the Two World Wars (1914-1945) [continued]

D) The underside of the 1920s: poverty, racism, nativism
- Most of the labor force unorganized, unprotected by legislation.
- Women predominate in lowest-paid clerical jobs; widespread exclusion from the professions; home-makers glorified in mass-circulation magazines.
- Decline in farm incomes; rural poverty and foreclosures, as other sectors of the economy prosper in most of the decade.
- Supreme Court invalidates anti-child labor laws, 1922; states fail to ratify child labor amendment to the Constitution.
- Prohibition divides the nation; defiance of the law and "social drinking" become popular sports; organized crime arises and prospers on illegal liquor trade.
- Black migration northward continues; excluded from unions; work mainly in menial jobs; life in northern ghettoes and de facto segregated schools; Marcus Garvey and rising black separatism.
- Ku Klux Klan surges countrywide, extending its threats to hyphenated Americans, Jews, and Catholics; it and its allies split the Democratic party in 1924 and 1928.

E) Economic fault lines; the coming of the great Depression
- Great disparities in income, weakness of mass purchasing power; over-confidence from rise of automobile and appliance industries, from real estate and construction boom; European inflations/depressions further weaken trade.
- Unregulated speculation on Wall Street grows to popular craze; stock prices outstrip real value of firms over-producing for limited market.
- The Crash: October 1929, stocks plummet, ruining investors big and small; panic and retrenchment spread; purchasing cut, companies fail, jobs eliminated.
- 1929 to 1932, 60% drop in labor and farm income; up to 10 million jobless; 25% of farm homes lost; 7,000 banks fail; 9 million bank accounts lost.
- Private charities and local relief overwhelmed; Hoover allows modest federal public works, rejecting deficit spending; cuts federal budget, appeals for public optimism.

F) Americans and the Depression; election of Franklin D. Roosevelt
- Depression becomes a way of life; vagrancy and begging, homelessness, and malnutrition; despair divides and undermines families: desertion, divorce, decline in marriages and birth rate.
- The Depression years in photography (Dorothea Lange); in literature (Steinbeck's *The Grapes of Wrath*); periodic distractions of the movies, radio, and dance.
- Pledging a "New Deal" for Americans, Roosevelt defeats Hoover in 1932; first inauguration address, amid bank collapse: "The only thing we have to fear is fear itself. . . ."
- Democratic majority in Congress responds to Roosevelt's measures to restore investor confidence: the bank holiday; the Federal Deposit Insurance Corporation; in 1934, the Securities and Exchange Commission.
- Roosevelt accepts deficit spending for public works and relief to the jobless.
- The "Fireside Chats" on radio, and live press conferences, create intimacy between president and people; with Roosevelt's early dominance over Congress, the presidency and federal agencies assume a new role in American daily life.
- FDR builds New Deal coalition of labor, farmers, urban ethnics, and blacks.

G) FDR's New Deal for labor and business; enemies on Right and Left
- Agricultural Adjustment Act, to reduce farm production, support prices to sustain higher farm income.
- National Industrial Recovery Act for joint planning by government and business, including wage and pricing codes, to halt economic decline.
- American Liberty League, business leaders attack "dictatorship," enlisting Republicans and conservative Democrats.

VII. The United States and the Two World Wars (1914-1945) [continued]

- From the left, the neo-Populist Huey Long demands a "Share Our Wealth" program to redistribute the nation's income.
- To combat lagging employment, the Works Progress Administration builds needed roads, bridges, parks, beaches, schools, libraries and public buildings.
- Social Security Act, 1935: pensions at 65, unemployment compensation, aid to elderly poor, disabled, and dependent children.
- Wagner Act, 1935, supports unions, outlaws unfair anti-labor practices, brings most of labor into the Democratic party; strikes and violence continue in steel, coal, and auto industries; John L. Lewis creates the CIO.

H) Women, blacks, the poor, and the young in the New Deal

- Eleanor Roosevelt as FDR's "legs"; advocate for women, minorities, and youth; prime bearer of the New Deal's social conscience.
- ER's travels, speeches, and newspaper column focus on lives of the humble and disadvantaged; she advances careers of women in journalism and government; FDR appoints Frances Perkins the first woman cabinet secretary.
- ER and the "Black Cabinet" oppose racial discrimination and segregation in New Deal agencies and programs, promote appointment of blacks to federal posts.
- Blacks abandon the party of Lincoln; 90% vote for Roosevelt in landslide of 1936.
- For youth, the Civilian Conservation Corps, to clean and maintain land, forests, watersheds, and waterways; the National Youth Administration aids young to complete their educations.
- Divided legacy of the New Deal: failure to end the Depression before the onset of war, but confidence in future restored; balance of private and government roles in the economy is set for a half-century.

I) Roosevelt and the gathering storms in Europe and Asia

- Rising "international civil war" between Left and Right, Communism centered in Stalin's Russia; Fascism and militarism in Italy and Japan; Hitler and the Nazis seize power in depression-ridden Germany, 1933.
- The two extremes divide European societies internally in the depression years.
- American memories of world war: the Nye Committee; Congressional and public isolationism; Neutrality Acts ban arms sales to belligerents.
- Neutrality strained: Japanese rape of Nanking; Nazi brutality, rearmament, and threats; Italy invades Ethiopia; Spanish Civil War.
- FDR's "quarantine" speech against aggressors provokes American isolationists.
- Appeasement in Europe: Hitler occupies Rhineland, seizes Austria; British and French capitulate at Munich; American rearmament begins.
- September 1939, second World War opens in Poland; FDR promises American abstention from combat; wins unprecedented third term in 1940.
- Fall of France and Battle of Britain allow Roosevelt to aid British openly; Lend-Lease supplies and American naval cooperation against U-boats in the Atlantic.

J) Pearl Harbor; the "Arsenal of Democracy" joins the war

- Japan attacks Pearl Harbor, December 7, 1941; Germany and Italy declare war on the United States; isolationists discredited overnight.
- Anti-Axis fervor; racism, greed, and war hysteria; FDR approves the internment of over 100,000 Japanese-Americans; their property lost.
- Federal government controls economic conversion to mass production of ships, tanks, planes, munitions; enlistments and draft assemble 12,000,000 in armed forces.
- FDR establishes Fair Employment Practices Commission for equal opportunity in defense industries, as black leaders threaten march on Washington; blacks comprise 10% of defense work force.
- Armed forces segregated and blacks early barred from Air Corps and Marines; Eleanor Roosevelt helps open door to black officers and pilots.

VII. The United States and the Two World Wars (1914-1945) [continued]

- Women serve as WACs and WAVEs; flow into defense jobs and are taken into industrial unions; the image of "Rosie the Riveter."
- Radio and film "mobilize" for patriotic, anti-fascist productions sympathetic to conquered peoples, resistance fighters, refugees, and victims of terror.
- FDR, the State Department, and the Allied failure to confront the Holocaust; the effects of bigotry, bureaucracy, incompetence, and indifference.
- For the great majority of Americans, soldiers and sailors, the conviction of a "good" and necessary war.

K) From defeat to victory; the course and costs of total war

- Anglo-American defeat appears possible near end of 1941; all of Europe prostrate before Hitler; Japanese unchallenged in the Pacific.
- Early turning-points: Russians defeat Germans at Leningrad and Stalingrad, with enormous losses of life; U. S. naval and air victories of Coral Sea and Midway; British victories in North Africa.
- The costly battles of Britain, of the Atlantic, of Italy, and of the Pacific islands; the critical supplying of the Soviet Union; massive air strikes against German cities.
- June 6, 1944: the Normandy invasion opens a major second front against the weakening German military forces; at home, Roosevelt wins fourth term.
- May, 1945, the convergence of Anglo-American and Russian armies force the unconditional surrender of Germany.
- The death of Roosevelt, succeeded by Harry Truman; the latter authorizes use of atomic bombs on Japan; devastation of Hiroshima and Nagasaki; the Japanese surrender in August of 1945.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following: Frederick Lewis Allen, **Only Yesterday** (1931); John M. Blum, **V Was for Victory: Politics and American Culture During World War II** (1976); Alan Brinkley, **Voices of Protest: Huey Long, Father Coughlin, and the Great Depression** (1982); Nathan I. Huggins, **Harlem Renaissance** (1971); George F. Kennan, **American Diplomacy, 1900-1950** (1984); David M. Kennedy, **Over Here: The First World War and American Society** (1980); Thomas J. Knock, **To End All Wars: Woodrow Wilson and the Quest for a New World Order** (1995); Nicholas Lemann, **The Promised Land: The Great Black Migration and How It Changed America** (1991); William E. Leuchtenburg, **The Perils of Prosperity, 1914-1932** (2nd ed.; 1993); Robyn Muncy, **Creating a Female Dominion in American Reform, 1890-1935** (1991); Nancy Weiss, **Farewell to the Party of Lincoln: Black Politics in the Age of FDR** (1983).

VIII. The Contemporary United States (1945 to the Present)

As they conclude their study of United States history to the present, students may deal again with the entire range of significant, continuing questions of the American experience. In Strand 1, with its forces for and against political democracy: *Is there something uniquely American about these many contending forces, or are we just the North American scene of a common, ancient, and worldwide struggle for civilization?* In Strand 2: *What changes in science, technology, and economics have had good, or mixed, or unhappy effects on the lives of Americans, and whether costs and benefits have been reasonably shared?* In Strand 3: *Have we had many separate "cultures" or a common set of human strivings that have been variously expressed by cultural differences of no grave importance?* In Strand 4, covering the long Cold War and its end, students confront once more the question of America's role abroad: *In what instances have we tried to be faithful to Lincoln's hope and in which do we seem to have failed, or forgotten it, and how can we explain our different responses to the outside world?* In Strand 5, students may ask of their parents' and grandparents' generations: *How have our family and friends and community been affected by politics, by the spread of education, by advances in science and medicine, by technology and economic changes, by new arrivals among us, by American in-*

VIII. The Contemporary United States (1945 to the Present) [continued]

volvement in world affairs? In Strand 6: *What changes have there been over time in American views of what is "success," or honorable, or heroic, or the good and worthy life? How have technology, economics, and education altered American culture and relations among social classes and diverse groups? For better, for worse, and for whom?* In Strand 7, students review the many sources of tension during the era and consider: *Are these "tensions" matters to be afraid of? Or are they normal interactions between impulses which, however "tense" or bothersome or even angry they may become, are simply to be expected, given human nature? Are they perhaps even necessary in any society that struggles to be as civil, fair, free, and enterprising as possible?* Finally, after reviewing all of the crises and opportunities of the second half of the 20th century, how would students now answer the questions of Strand 8: *In what spheres of life have we done better or worse—scientific and technological, economic, social, cultural, moral, political? How does the history of human experience in America help to define success and failure? Or are there better words—less one-sided, more complicated—to describe what happened? What has the history of the United States taught us about how to live with unfinished business, how to keep working on problems that have no* ***final*** *answers, no predictable outcomes?*

A) Widespread ruin and the Cold War bring forth a new American foreign policy
- American leaders review the lessons of post-World War I isolationism; the United Nations as reincarnation of the League of Nations.
- Soviet pressure on Berlin, Eastern Europe, Iran, and Turkey; militant Communist parties in France, Italy, and Greece; European economies in chaos.
- The "containment" policy emerges, combining military and economic activism; Truman Doctrine, aid to Greece and Turkey.
- The Marshall Plan to rebuild Western Europe and sustain American trade, reversal of 1920s economic isolationism.
- Soviet blockade of Berlin; the saga of the Berlin airlift.
- North Atlantic Treaty Organization, 1949; first mutual security alliance in United States history; urgency underscored by Soviet explosion of its own atomic bomb.

B) The Truman years; the Fair Deal, "red" scares, the Korean War
- Learning other lessons from post-World War I; the GI Bill: mass education and home ownership for veterans; foreign aid to sustain exports.
- Truman desegregates armed forces by executive order; his proposed "Fair Deal" is blocked: national health insurance; aid to education; civil rights legislation.
- Communists gain full control of China in 1949; its "loss" blamed on Truman and the Democrats by Republicans and their allies in business and the press; hunt for Communists and sympathizers in government, schools, and media intensifies.
- Even after the discredit of "McCarthyism," the debate over domestic and foreign affairs is constricted by each party's wish to appear anti-Communist.
- Communist North Korea invades South Korea; Truman sends U. S. troops under UN mandate; Chinese intervene against American advance through North Korea.
- Bloody seesaw battles end in stalemate; General MacArthur's demand for war with China challenges civilian authority over military; Truman removes him.

C) Eisenhower's "Modern Republicanism" at home; the Cold War abroad
- Dwight Eisenhower, hero of World War II, elected president in 1952; ends the Korean War along the stalemate line; U. S. troops remain to guarantee peace.
- Preserves basic New Deal programs; expands Social Security and unemployment compensation; adds federal funds for education and research.
- Ends remaining federal controls over the economy; reduces military spending, tax rates for individuals and corporations, reduces farm supports.
- Federal Highway Act of 1956 to create 40,000-mile interstate highway system; automobile interests all but destroy passenger railroads and trolley lines.
- The "domino theory" of international politics; Eisenhower sends military advisers to train South Vietnamese army.

VIII. The Contemporary United States (1945 to the Present) [continued]

- Castro revolution in Cuba displaces American business and underworld there; Eisenhower approves CIA plan for Cuban refugee invasion and overthrow of Castro.
- In farewell address, Eisenhower warns of the rising power of "military-industrial complex" to shape American politics and economy.

D) American society and culture of the 1950s; changes, open and hidden
- Return of the consumer culture after depression and war.
- The advent of the television age; its images of the nuclear family and suburban ideal still taken as the "spirit" of the 'fifties.
- In film, television, radio, and popular music, the rise of a lucrative youth-centered entertainment, in contrast to earlier cross-generational popular culture.
- The automobile and the decay of the inner city; the persistence of rural poverty in all sections of the country, among all ethnic groups.
- Preparing questioners to come; academicians and writers examine American society, teaching the next generation; Riesman, Mills, Baldwin, Ginsberg, Salinger; television brings society's problems into the living room.
- 1954, *Brown v. Board of Education*, Supreme Court unanimous ruling against segregated schools, orders desegregation "with all deliberate speed" in 1955.
- Rosa Parks and the Montgomery bus boycott, 1955; emergence of Martin Luther King, Jr.; militant non-violence, Christian and Gandhian.
- Civil Rights Act of 1957, first since Reconstruction, creates Civil Rights Commission and limited federal protection to minority voting.
- 1957, Eisenhower federalizes Arkansas National Guard to force desegregation of Little Rock Central High School.

E) John F. Kennedy's "New Frontier" at home; countering the USSR abroad
- In 1960 the public sees first televised debate; elects first Catholic president.
- Kennedy's campaign promises to extend the New Deal to a "New Frontier" foiled by conservative Democrats in Congress, who reject proposals on national medical care for the elderly and programs for urban renewal.
- The Peace Corps established, as symbol and action of American idealism.
- Expands space program; promises a moon landing before the end of decade, a promise kept on July 21st, 1969.
- Freedom Riders force desegregation of interstate transportation; Kennedy sends federal marshals, then troops, to open Universities of Mississippi and Alabama.
- National television displays police brutality against men, women, and children at non-violent Birmingham demonstrations led by Martin Luther King, Jr.
- Kennedy declares civil rights a moral issue; submits comprehensive legislation; for centennial of Emancipation Proclamation, the April 1963 March on Washington calls for passage of civil rights bills; King's speech, "I have a dream!"
- JFK and the Cold War; the Bay of Pigs fiasco; the Cuban missile crisis leads to the Washington-Moscow "hot line" and Limited Nuclear Test Ban Treaty.
- The Berlin Wall and Kennedy's pledge to Germans on the scene.
- In Vietnam, the theory of "flexible response;" Kennedy sends 16,000 military advisers and trainers to South Vietnam.
- Assassination in Dallas, November, 1963, the first national trauma of the 1960s; the Warren Commission and the enduring uncertainties.

F) Lyndon Johnson: civil rights, the "Great Society," and the Vietnam War
- Civil Rights Act of 1964 outlaws discrimination in hotels, restaurants, theaters, businesses, and employment.
- The Selma march spurs the Voting Rights Act of 1965, to enforce black equality by direct federal supervision for the first time in American history.
- Johnson's "war on poverty" wins Congressional approval of Medicare and Medicaid, Office of Economic Opportunity, Job Corps, housing and urban renewal legislation, Head Start, and aid to elementary and secondary schools.

VIII. The Contemporary United States (1945 to the Present) [continued]

- Tonkin Gulf Resolution a blank check for escalation of war in Vietnam; U. S. launches bombing of North Vietnam; 1968, 500,000 American troops engaged.
- As television helps propel domestic reforms, it arouses opposition to war in Vietnam; the Viet Cong Tet offensive and stream of American casualties destroy credibility of official claims on war's progress.
- Anti-war demonstrations spread; Johnson withdraws from 1968 election; assassination of Martin Luther King, Jr. stirs nationwide rioting; murder of Robert Kennedy adds to a traumatic decade.
- Richard Nixon narrowly defeats Democrat Humphrey, promising law and order to the "silent majority" and an undisclosed plan to end the Vietnam War.

G) The 1960s and 1970s: the many faces of social and cultural upheaval
- From 1964 through the decade, urban riots sweep the country; Kerner Commission warns of "two societies, one black, one white, separate and unequal."
- The "Black Power" movement wins many young away from King's nonviolence.
- The bi-racial civil rights coalition weakens; white backlash fuels demands for "law and order."
- Conservative revival fed by youth and academic counterculture, campus violence; the New Left and Students for a Democratic Society reject the Democratic party.
- Feminism and the women's liberation movement; Betty Friedan's *The Feminine Mystique* (1963) as a founding document.
- Cesar Chavez and the "harvest of shame;" National Farm Workers Association.
- Hispanic and Native American militancy in the 1970s follows the patterns of civil rights and antiwar movements; events at Wounded Knee.

H) Richard Nixon's "modern Republicanism II," China, and Watergate
- Nixon's "southern" and blue-collar strategy shifts the American party balance.
- "Benign neglect" in enforcement of civil rights laws; opposition to court-ordered busing; calls for stricter law enforcement, sentencing, and support for police.
- In Vietnam, increased bombing and mining of North Vietnam, invasion of Cambodia; war prolonged by four years to 1973, when Americans withdraw and Viet Cong occupy all of Vietnam.
- Nixon visits Beijing, launches normal relations with China; with the Soviet Union, makes Strategic Arms Limitation Treaty, opens economic cooperation.
- Nixon as modern Republican: approves Clean Air Act, Environmental Protection Agency, Occupational Safety and Health Administration.
- The Watergate affair: Nixon the first president in history to be forced to resign; White House tapes prove him involved in obstruction of justice; House Judiciary Committee votes three articles of impeachment; Gerald Ford succeeds.

I) Ford and Carter: change, conflict, and uncertainties at home and abroad
- Supreme Court affirms women's rights to abortion in *Roe v. Wade*; conflict builds between pro-life and pro-choice movements.
- Rise in divorce, single-parent families, and illegitimate births by teenagers raise fears over decline of traditional nuclear family.
- Political awakening of Christian fundamentalists; opposition to gay rights, abortion, feminism, and Supreme Court ban on school prayer.
- Taxpayers' revolts against property taxes and cost of government-mandated programs in the schools.
- Rising job losses to automation and international competition raise fears of blue-collar and middle classes.
- President Carter brokers ground-breaking Camp David treaty between Egypt and Israel, turning Middle East politics in new direction.
- Carter weakened by combination of inflation and unemployment at home; among farmers for grain embargo punishing Soviets for invasion of Afghanistan; and by Iranian seizure of American hostages and failure to obtain their release.

VIII. The Contemporary United States (1945 to the Present) [continued]

J) The Reagan years; return of older Republicanism
- Reagan promises to shrink government, deregulate business, reduce taxes, and restore "respect for America abroad;" hostages freed upon his taking office, 1981.
- Spending reduced on discretionary programs, but doubled defense spending and tax cuts produce the largest budget deficits in American history.
- Continuous economic expansion from November, 1982, to June, 1990.
- Democratic Congressional majority, deserted by southern conservatives and awed by Reagan public popularity, fails to mount a consistent opposition.
- Reagan abandons detente with Soviet Union; Cold War reheated; military and CIA support to anti-Soviet movements in Afghanistan, Contras in Nicaragua, and regime in El Salvador.
- Reagan re-elected in 1984 over Mondale and Geraldine Ferraro, first woman VP nominee, in landslide vote.
- Strategic Defense Initiative pressures Soviet military expenditures; Iran-Contra scandal (money from arms sold to Iran supports Nicaraguan rebels, circumventing Congressional halt of aid); Congressional hearings reveal Iran-Contra operations by White House staff; several officials convicted.

K) Bush and Clinton: America, superpower amid world disorder
- Gorbachev opens era of Soviet liberalization; Berlin wall pulled down; Germany re-unified; communist regimes ousted across Eastern Europe.
- Cold War ends; Soviet Union breaks into component "nations."
- Iraq invades oil-rich Kuwait; Bush wins international coalition including Russia to support UN sanctions; bombing and invasion by mainly American power quickly expel Iraqi armed forces in the "Gulf War."
- Large federal deficits and increasing national debt; failures of Savings and Loan associations and banks require a large federal bailout.
- Recession, bankruptcies, and "downsizing" in corporations, export of operations to cheap labor countries, eliminate millions of American jobs, from skilled workers to middle management.
- In 1992, Democrat Bill Clinton defeats Republican George Bush and independent Ross Perot with 43% of the vote; unprecedented numbers of women and minorities elected to Congress as the Democratic party controls both the executive and legislative branches of government.
- The elections of 1994 and 1996 bring a return of politically divided government as the Republican party gains control of the legislature while the Democratic party retains the executive branch.
- The "culture wars:" bitter conflicts over feminism, gay rights, abortion, AIDS, new immigrants, affirmative action, urban violence, drug traffic, and crime add new dimensions to older racial, ethnic, and class differences.

Some suggestions for further reading: Among the many books on these topics, teachers may want to consult the following: Taylor Branch, **Parting the Waters: America in the King Years** (1988); Sara Evans, **Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left** (1979); John L. Gaddis, **The Long Peace: Inquiries into the History of the Cold War** (1993); Todd Gitlin, **The Sixties: Years of Hope, Days of Rage** (1987); Hugh Davis Graham, **The Civil Rights Era: Origins and Development of National Policy, 1960-1972** (1990); Richard Hofstadter, **Anti-Intellectualism in American Life** (1963); Kenneth T. Jackson, **Crabgrass Frontier: The Suburbanization of the United States** (1985); Elaine Tyler May, **Homeward Bound: American Families in the Cold War Era** (1988); James T. Patterson, **Grand Expectations: The United States, 1945-1974** (1996); Richard Polenberg, **One Nation Divisible: Class, Race, and Ethnicity in the United States since 1938** (1991).

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